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# Using Literacy Centers To Support A Balanced Literacy Program In A Pre-K Classroom

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USING LITERACY CENTERS TO SUPPORT A BALANCED LITERACY PROGRAM  
IN A PRE-K CLASSROOM

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A capstone submitted in partial fulfillment of the  
requirements for the degree of Master of Arts in Literacy Education

Hamline University  
Saint Paul, Minnesota

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Dedication:

To all the people who have helped me on this journey. I appreciate your support, love, and encouragement more than you will ever know.

Kylie,

From the moment that you were born, you captured my heart and soul. I never truly understood love until I held you in my arms. From that moment onward, I vowed that I would do everything in my power to give you the best life that you deserved. I wanted to make choices in life that would make you proud of me and I wanted to show you that with hard work and determination your dreams can come true.

Lots of people told me that being a parent of a young child would prevent me from accomplishing my dream of earning my masters. At times, I wanted to believe them. But then I remembered that you were the reason that I started this journey and the driving force that keeps pushing me to complete this- pushing me to be the best person that I can be.

I know that this journey has been a struggle for us all. You have had to make many sacrifices along the way. I hope that one day, you will look back and realize that it was worth it and be proud of me.

Kylie- I love you with my whole heart for my whole life.

Love always,

Mommy

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## CHAPTER ONE

### Introduction

When I started out my teaching career, I had many binders full of resources and methods. I was eager to put them all to use and be the greatest teacher ever! As the last eight years have gone by, I discovered that many of the resources and methods I had accumulated seemed to be trends in education that faded over time. They had worked a time or two, but often lacked the capacity needed to be used on a daily basis in the classroom. While teaching kindergarten the last two years, my binders of resources have dwindled down to just a few manila folders. They have been replaced with professional books focused on balanced literacy.

Over the last three or four years, balanced literacy has been frequently talked about amongst the teachers where I worked. Balance literacy was mentioned in conversations and brought up in meetings, but it always seemed to be this mysterious idea that no one was ever able to explicitly define or put into full practice in their own classrooms. As a result, I had absolutely no idea what anyone was talking about when they discussed balanced literacy. Therefore, I was desperate to find out exactly what balanced literacy was and what implications it could have on my students and me as a teacher. Understanding balanced literacy became the ultimate professional goal for me.

A few years ago, I was very fortunate to meet a wonderful graduate school classmate who quickly became a mentor and friend. She had mentioned the balanced literacy concept to me and talked about how she implemented it into her instructional day. I was astonished by the things that she explained she had done with her students during literacy centers. Her kindergarten students were reading and writing all while learning about science, social studies, and math. It soon became clear that I wanted to implement this approach into my own classroom.

In my Job Alike group in the Master of Arts in Literacy Education program at Hamline University, discussions were often focused on balanced literacy. My group worked together to clarify our thinking, discussed ideas with each other, and shared research and rationale for teaching objectives and ideas. Being involved in this group was a great experience for me to learn about how my colleagues were incorporating balanced literacy into their classrooms and hear first-hand what worked best. During this time, I absorbed the information like a sponge and became eager to put these ideas into practice.

During the last academic year, as a kindergarten teacher, the struggle in my classroom was trying to fit these new techniques and ideas into an extremely regimented daily structure. My literacy block structure was set in place by district coaches. Finding places to fit these new ideas into my schedule was a daunting task. However, I was determined to make it work. Armed with a stack of books on balanced literacy, such as the *Café Books* and *Daily Five* by Gail

Boushey and Joan Moser, I entered the summer with the goal of creating a plan for my students that would make balanced literacy successful in my classroom. This has led me to my research question: *How can using literacy centers support a balanced literacy approach in a Pre-K classroom?*

### My Teaching Background

While teaching kindergarten, I implemented literacy centers. These centers, while being literacy based, were assigned to the students by groups. The center activities were mainly worksheet based and reinforced teaching points from previous lessons. For the most part, there was no student choice in the activities and to an outsider; they could be interpreted as busy work. They were centers used to fill the time and keep the students occupied while I worked with small focus groups at my teaching table. During this time, the literacy centers rotated each day and lasted approximately 15 minutes each. I knew that these centers were not making the most of the students' learning time, but I lacked the resources, preparation time, and knowledge to create more meaningful learning activities.

In my previous teaching experiences, I had seen first-hand how important it is that children develop a strong literacy foundation early in their schooling. My first experience as a teacher was as an intervention teacher. During this time, I spent most of the day working with fifth graders on early literacy skills they had not yet mastered. These students struggled with performing basic literacy tasks and were unable to complete grade level work. Their frustration and

hatred for school grew and grew each day. No matter how much we worked together and how much progress they made, it seemed like they would never achieve grade level benchmarks. I, too, shared in their frustration. The other portion of my day was spent working with kindergarten students to ensure they had their early literacy skills mastered. These students were also behind their peers and, try as we might, they continued to grow further and further behind their peers. We were still working on skills their peers had mastered before they entered school, such as letter recognition. Meanwhile, their peers were starting to read books and write stories. Despite intense interventions, the gap was not closing. Knowing this, I wanted to do as much for my current kindergarten students as I could to prevent the gap from widening. How could I change my centers to ensure that they were meaningful and authentic?

The colleague I previously mentioned had introduced me to a series of books that organized the classroom into centers. The methods in the books gave the students freedom to choose their own centers and how they wanted to spend their time during the center block. These books made balanced literacy a tangible reality. I was excited to keep researching balanced literacy and learn as much as I could so I could implement it more effectively into my classroom.

A fresh new start. This past summer, I was fortunate enough to take my career down a new and different path. I was now heading to a new school district and a brand new position at the Pre-K level. The change was both

nerve-wracking and exciting all at the same time. The program I was entering was brand new and all of the staff were starting out fresh. There was also no assigned curriculum plan in place. My job description, schedule, and curriculum were up to my discretion; the only regulations imposed on me were to make all instruction focused on literacy. At first I was apprehensive. In the past, I was used to being told exactly what I needed to teach and when. Having no guidelines or model to follow was overwhelming, but I soon realized that I now had the freedom I desired to implement literacy centers in my classroom. Armed with a newfound determination and desire to make literacy centers and balanced literacy work, I set out to create lesson plans and themes for my new classroom. Therefore, I sought to better understand: *How can using literacy centers support a balanced literacy approach in a Pre-K classroom?*

### Conclusion

My new teaching position has sent me down a path that is empowering me to learn all about balanced literacy and has given me the opportunity to learn how to create meaningful literacy centers to best support my students' growth and development. While I know my purpose is to answer the question, *How can using literacy centers support a balanced literacy approach in a Pre-K classroom?*, I am so excited to learn about all the attributes of literacy centers and how to successfully implement them into my lesson planning.

Next, in Chapter Two, I will present insights from the research in my literature review. I will begin by defining balanced literacy and its key

components. Then, I will define literacy centers and detail their key components. Lastly, I will discuss how to create meaningful centers and how to ensure they fit into the balanced literacy approach. This section will also include how literacy centers are supporting me to achieve my balanced literacy goals in my classroom.

Chapter Three will provide an overview of how I will implement the literacy centers into my curriculum. In Chapter Four, I will discuss the results of my curriculum development. Finally, in Chapter Five I will reflect on key learnings, implications of my study, limitations of the process, and further areas of study.

## CHAPTER TWO

### Literature Review

#### Introduction

As a Pre-K instructor I work in a setting where literacy is the primary focus. In fact, balanced literacy is at the forefront of my mind as I write daily lesson plans and design larger units of study. Being rather new to the concept of balanced literacy, I have had to work rigorously to make sure my curriculum is staying true to the goals of a balanced literacy approach. I strive to ensure that no matter which center the students are working at, there is a literacy component they can explore. My colleagues and I have referred to our approach as, “*immersing them in literacy all day long.*”

I was recently reading an article from the Reader’s Digest, called *Word Power for Babies* by Melissa Fay Greene (2014), in which she discussed literacy and the need for students to learn these skills at a young age. One quote in particular resonated with me, “By the time a child enters school, it may be too late to close the 30-million word gap” (pg. 93). Having taught students from birth through fifth grade, I know the importance of early intervention for students and how critical it is that students enter kindergarten with early literacy skills already in place. As was previously discussed in Chapter One, I have also worked with fifth graders who barely knew their letters and struggled to keep pace with their peers. I have also worked with kindergartners who came in not

knowing their letters and watched as they fell farther and farther behind their peers. The Reader's Digest article also stated, "A child who's behind in third grade has a higher risk of not completing high school"(pg. 94). In both instances, these groups of students were getting large amounts of interventions and support, but it is a very difficult task to make up years of previous development and growth while pushing forward with grade level curriculum. The National Association for the Education of Young Children (NAEYC, 1998), reveals that the most important time for literacy development is from birth through eight years of age. As a result, my role as a Pre-K teacher is essential in my students' development of early literacy skills and future school success.

To ensure the future success of my student's, I am using literacy centers to help create a balanced literacy approach which is sustained throughout the day in the classroom. Using the literacy centers allows my students to have an engaging experience, but also allows them to continually practice skills with small groups of children.

As a result, my capstone will explore and demonstrate how using literacy centers allows me to support balanced literacy in my classroom throughout the day. The information that I obtain through my research will aid me in answering my question: *How can literacy centers support a balanced literacy approach in a Pre-K classroom?*

In this literature review I will define what balanced literacy is and what literacy centers are. I will look closely at how literacy centers are helping me



meet the balanced literacy goals in my classroom. Next, I will discuss the management and organization of literacy centers. Finally, I will discuss the process for planning and choosing quality literacy centers.

### Defining Balanced Literacy

Balanced literacy can be a very complex concept to define. The main theory of balanced literacy contends that reading and writing skills are developed through instruction in different environments and in various subject areas (Fountas & Pinnell, 1996). Balanced literacy instruction should use a combination of whole language instruction and phonics instruction to help meet the needs of all students (Johnson, 1999). The term balanced literacy refers to eight crucial components: read aloud, shared reading, guided reading, independent reading, shared writing, interactive writing, guided writing, and independent writing. Each of these are incorporated throughout the school day across multiple curriculum areas. Fountas & Pinnell (1996) define the eight components as:

- Read Aloud- is a teacher read text that can be read to either the whole group or a small group. The text is often reread throughout the week or during the school year.
- Shared Reading- is a process of reading where the teacher and the students read the text or portions of the text together. The text read together is usually displayed on a chart, SmartBoard, or from a Big Book.

- Guided Reading- is a practice in which the teacher meets with a small group of students who have been grouped together to work on a specific target skill. Students work with the teacher to read books that target the specific skill being taught by the teacher and work on texts that are at the students' instructional reading levels.
- Independent Reading- is a time where children read independently or with a partner from texts that are at or below their independent reading level. Children may use this time to read, analyze the text, and work on reading strategies related to the teacher's instructional point.
- Shared Writing- involves the teacher and students working together to complete a piece of writing collaboratively and can be done over the course of several days. This may include: letters, lists, messages, and stories.
- Interactive Writing- is similar to the shared writing process, where the teacher and students write together, but during this process the students are writing on their own paper while the teacher is writing the text on a large chart on the board.
- Guided Writing- is a process where students work on their own writing while the teacher reinforces strategies and skills through mini-lessons and one on one writing conferences. Students may be working on a variety of different texts and may be working at different paces.

- Independent Writing- involves students writing on their own. The teacher has completed the lessons and has established expectations. The students may create a variety of pieces including stories, poems, and informational pieces.

For balanced literacy to be successful, researchers stress that teachers must use a combination of student-centered activities as well as teacher-directed instruction such as modeling, strategies, and process (Au, Carroll, & Scheu, 1997; Freppon & Dahl, 1998; Pressley, Rankin, & Yokoi, 1996; Snow, Burns, & Griffin, 1998). "Asselin, Pressley, and Allington (1998), explain that it takes the whole school community to make Balanced Literacy work; it cannot just be done in a classroom. Furthermore, they also explain that a quality balanced literacy program includes:

- A curriculum that sets a priority on reading, writing and books. The program must allow long, uninterrupted periods of time on a daily basis for students to read.
- An environment where kids feel positive, reinforced, and able to work collaboratively.
- Teachers who set realistic, but high standards for their students.
- A curriculum that incorporates reading, writing, and time to talk about student work in the lessons taught throughout the day.

To help incorporate balanced literacy into the classroom, the organization of the classroom is very important. The classroom should be organized in a way

that supports effective literacy instruction. Therefore, teachers should include literacy centers, classroom libraries, reading nooks, and displays of student work (Frey & Lee, 2005).

Defining literacy centers. Play is a critically important part of children's development. It is a time when children are able to take all they have learned and explore/experiment with it. In addition, play allows children to take risks and make mistakes without fear of judgment (Eubanks, 2006). As a result, play is a key component to the learning that takes place in the classroom; it is the main tool the children use to learn.

In my experience, I have found that literacy centers create a play like environment in classrooms where children are allowed to work on their own or with small groups. They are allowed to work at their own pace and make mistakes.

Fountas and Pinnell (1996) define a literacy center as "a physical area set aside for specific learning purposes" (p. 49). According to Eubanks, literacy centers provide children opportunities to learn many skills while they play. For example, they might be writing, editing, and acting. They can also work on creating their own voice and literacy skills (Eubanks, 2006). In the classroom teachers are able to set up different areas around their room for children to explore. This can include designated spaces for math work, art, reading, and dramatic play. In addition, literacy centers give children the tools they need to encourage them to explore and experiment with the new skills taught by the

teacher in an independent setting (Fountas & Pinnell, 1996). These centers provide opportunities for students to work independently or with a small group. The main focus of the centers is to reinforce the skills that the teacher has taught during whole group lessons where explicit instruction occurs.

### Benefits of Literacy Centers

There are several benefits for teachers and students that elicit the use of literacy centers. Marriott (1997) reports that literacy centers help engage students in meaningful learning; support the literacy goals of the students; and empower students to employ their reading, writing, listening, and speaking skills. In addition, Seefeldt and Wasik (2006) reveal that literacy centers: meet the students' needs to learn through play and physical, social, and mental activity through making plans and decisions; they provide full inclusion for students despite any physical, emotional, or learning needs; promote cognitive development through choice making and decisions and dealing with the consequences of their choices. Daniels (2005) explains, "in best practice classrooms, we want students to fiddle around; we want them to get up and go learn something, to engage with materials, to touch things, wrestle with ideas, talk to each other, make stuff, and show what they found out" (pg. 146). Lastly, literacy centers allow teachers time to have one on one conversations or conferences with students to discuss the work they are doing. The next section of this literature review will provide additional benefits for literacy centers.

Support balanced literacy. Literacy centers are a great way to incorporate balanced literacy into the curriculum approach. Balanced literacy has been defined as one of the most current topics in education (Asselin, 1999). In fact, literacy elements are incorporated throughout the centers. As one example, in the Block Center, vocabulary words can be taped onto the blocks, manipulatives that support the theme can be added to the center to encourage the students to incorporate them into their block play. Furthermore, Seefeldt and Waisk (2006) believe the more complex the items are that are added to literacy centers, the more they will help increase the thinking and understanding of the concepts in the center.

For example, in the Math Center, books on counting, numbers, shapes, and colors are added. "Books should be displayed and arranged throughout the room" (Seefeldt and Wasik, pg. 91). Children are encouraged to read the books and look at how they can use the book and manipulatives in the center together to enhance learning. Seefeldt and Wasik (2006) also reveal that literacy centers promote language usage through varied print and nonprint materials and the chance to communicate with others.

At each center, paper, pencils, tape, staplers, white boards, dry erase markers, etc..., are made available for the students to use. Seefeldt and Wasik (2006) believe that these materials should be made available to students every day. These materials can be used to draw diagrams of the work they are creating. They can make lists of materials they are using or would like to have in

centers. They can write about what they are learning to share with their families and friends. These materials foster creative thinking and encourage the students to share their ideas and explore their thinking on a deeper level. These materials also encourage students to write about their learning.

Differentiate instruction. As a teacher, it can be a struggle at times, to meet all of the developmental needs of each student in the class. Literacy centers can eradicate this struggle. Teachers are able to set up literacy centers so they have materials that meet all of the developmental needs of the students in the class (Marriott, 1997). Activities can be created that are easy, on target, and challenging. As students choose their center activities, they are able to pick the activity that is best for them. Teachers can also be present to help guide students as they make their choices to ensure that students are not choosing activities that are too difficult or too easy (Marriott, 1997).

Provide time for intervention groups. The use of literacy centers also offers many benefits for teachers. One of these benefits is that it frees the teacher up from direct instruction and allows the teacher the opportunity to sit and have informal conversations with students. Teachers should enter into discussions, according to Seefeldt and Wasik (2006) by asking students what they are doing. Teachers can sit with students and ask them questions while they are working. The ultimate goal is to for each member, of the conversation, to have at least five conversation exchanges. The main objective is to get children talking and not just answering questions with a one or two word response, but to really

express themselves and their thinking. Some examples of questions, compiled by Seefeldt and Wasik (2006) are:

- What do you think of...?
- Can you find some ways ...?
- Can you find another way...?
- Why do you think that happened...?
- I wonder why...?
- What might happen if you...?
- What else could you do...? (pg. 99)

These conversations allow teachers to see what information their children have taken in and it also allows time to clear up any misconceptions. This gives teachers the perfect opportunity to help students build upon their learning, talk about content vocabulary, get them thinking deeper, and help them sort through confusions.

Another benefit is that it allows teachers the opportunity to pull small focus groups while the rest of the class is actively engaged in their activities. In the Pre-K setting, small focus groups can last for only a few minutes. Typically, the teacher can simply sit next to a child while he or she is working and ask him or her questions about the content they are working on. The individualized conversation can be guided by the teacher to reveal understanding of the content the child may need extra support with. During the short focus groups,



the teacher is able to reach more students and fill in more gaps in learning for students.

Encourage active and meaningful learning. There are so many convincing reasons for incorporating literacy centers in a classroom. As was previously stated, one of the most compelling reasons is that literacy centers encourage active and meaningful learning for students; much of this is due to the fact that literacy centers are geared around the interests and learning needs of the students. Literacy Centers are designed in such a way that they are fun, engaging, and create an environment for exploration. Marriott (1997) expands this notion by stating, "For children, literacy centers are an invitation to independent learning" (pg. 3). Also according to Marriott (1997), the students are given the opportunity to choose what they want to do and learn. They are given the opportunity to learn at their own pace and challenge themselves as they see fit. That is because children are meant to self-select the activity that is best for them. The activities are hands on and can be done individually or with a small group of students. In small groups, the students are able to teach each other and learn from each other's observations.

#### Characteristics of a Quality Literacy Center

There are three major characteristics that make up a quality literacy center. One of these characteristics is appropriate materials and activities. Others include predictable routines and clear behavioral expectations. Combined together, these elements set up students for success.

Appropriate materials and activities. When creating literacy centers there are important guidelines for teachers to follow. One guideline is that materials in centers should be age appropriate. In a Pre-K classroom, materials that are set out need to be appropriate for students' development levels and not intended for elementary students. In addition, materials need to be clean and in good condition (Seefeldt and Wasik, 2006); doing so makes the activities inviting and beckons the students to play with them. Also, materials need to be stored so they are easy for the students to retrieve and put away. For example, if a child is not able to reach the materials or cleaning up the materials is too big of a task, the materials will not be chosen by the students. Finally, and most importantly, all the materials students can use need to be available for them at the center. Everything should be convenient for the students so they are not wasting valuable learning time searching for the supplies they need around the room (Seefeldt and Wasik, 2006). Rather, their time should be spent learning and having fun.

Predictable routines. In order to see success in a balanced literacy classroom, the daily schedule needs to be consistent day in and day out. Seefeldt and Wasik (2006) explain, "Daily routines and schedules act as guides to discipline. The consistency of the daily schedule helps children know what behaviors will be expected and what behaviors are acceptable in different situations" (pg. 115). This is important for students because it creates a sense of security for them. They know what to expect. With a clear idea of what is going

to happen in the day, students can keep working independently, without the assistance of teachers (Roslyn, 2002). For example, we do our morning work, then it is morning meeting time and next, we have a bathroom break and pick our literacy centers, etc.

As Roslyn (2002) further suggests, the students know that every day they will have three rotations of literacy centers. After each rotation, the teacher can ask a few students to share what they have learned in the last rotation. In my experience, this allows the teacher to check for understanding and misconceptions that occurred during the center time. Then the teacher can randomly select students to choose their next rotation of centers. After the third and final rotation of centers, the students know that everyone will share one thing they learned that day. As a result, they come to the whole group area with their idea ready.

As the year progresses, the students can explain exactly what will happen next and even what their teacher will say! Routines can be practiced frequently and kept consistent. In doing so, I have found that, the routines become second nature to the students. From past experiences, I have noticed the routines are so instilled in my students that while I am walking up to the CD player to start the cleanup music, students are already cleaning up. Fortunately, I do not even need to give them a verbal reminder to cleanup. They have learned the routine and what is expected of them.

Clear behavioral expectations. As with any age level of students, clear expectations need to be established so that everyone can be successful in their work. This is especially true in Pre-K. At the very beginning of the school year and throughout the year, rules and expectations for using the classroom materials need to be discussed. Supportive adults are authoritative; they set and maintain clear limits for children's behaviors, teach children how to work with each other, and help them make safe choices (NRC, 2002). As a class, expectations are created for how materials such as pencils, crayons, blocks, books, etc. should be used in the classroom. Expectations are modeled by the teacher and then changed as needed to make sure the classroom materials are being used in a safe and respectful manner. "Because children love and trust their teachers, they want to be like them. Thus, teachers serve as powerful, if subtle, models of behavior" (Seefeldt and Wasik, 2007). After expectations are discussed, the students have an opportunity to practice using all of the materials one at a time. Teachers are there to guide and support the students in making safe and respectful choices while using the supplies.

The process for creating expectations can be long and tedious. It is important to be clear and consistent with behaviors (Seefeldt and Wasik, 2006). As materials are modeled and expectations are created, then the materials can be made available for the students to use. The process of individually introducing materials may take the entire first six weeks of school, but taking the

time to thoroughly set expectations at the beginning of the year saves time later in the year.

After all the materials have been introduced, setting up center expectations becomes an easier task. Before the students enter a center for the first time, the expectations for the center are discussed, modeled, and the students are asked to state the expectations. The expectations for the center should be posted and used as a reference for students. The role of the teacher is not to reprimand, but to serve as a model for positive behavior (Seefeldt and Wasik, 2006).

From my experience, as the school year progresses, it is also critical to take time to talk about the materials and their expectations again. Recreating charts with all of the rules and posting them around the room are effective reminders to students that may have become complacent.

### Management and Organization of Literacy Centers

When planning literacy centers there are key aspects that must be carefully planned and orchestrated to ensure that the time is successful. To begin with, teachers need to purposefully model literacy center expectations. Once modeling is complete, teachers will gradually release responsibility to the students. The physical environment of the literacy centers, grouping of students, and deciding what centers students complete also require special consideration and planning. Finally, the teacher needs to spend time working on transitions and deciding what topics to teach the students. All of these items

require a lot of planning and preparation, but when in place, they create an environment where students can learn have fun, and be successful.

Modeling at literacy centers. At the beginning of each week, the literacy centers can be introduced to the students through teacher modeling. The majority of the center components should be the same from the previous weeks, but there will be a few new components that will need to be modeled for the students. In some cases, the new components will be games the class has been playing together as a whole group and are now available for them to play independently with their peers in a small group. There may also be some materials that are self-explanatory and do not require a deep explanation, but rather, need to be pointed out to the students so they are aware the materials are in the literacy center for them to use. In other cases, the items will be brand new. In these cases, the teacher will model the activity for the students, showing them how to engage in the activity and discussing the process for how to use the materials appropriately; remembering that teachers are powerful models for students (Seefeldt and Wasik, 2006). In addition, literacy centers' expectations are modeled and reinforced prior to the start of literacy center time. The expectations are then reinforced again each day prior to the start of center time and during the centers.

The choices in the literacy centers are to be completed independently with some occasional guidance from teachers. Within each literacy center is a wide range of levels of materials. There are easy items, items that are very

challenging and items that fall in the middle. The children are then left to decide which level is just right for them. Seefeldt and Wasik (2006) believe, “Children who feel good about themselves believe that they are competent beings who can and will learn” (pg. 108). Some children will choose to challenge themselves and pick materials that are more difficult, while others may choose materials that are easier. The choice is left up to the individual child.

Gradual release of responsibility. As previously mentioned, the literacy centers are modeled at the beginning of each week. Center activities focus on items that the kids are familiar with and are expected to be completed independently. On a few occasions, the literacy center items may be new to the students. In this case, the activity is modeled whole group by the teacher and played with by the whole group. Then, either the teacher or assistant will be made available to support the students as they try out the activity for the first time. As they begin to understand the task, the teacher or assistant will leave them to complete the task independently. Students will experience more success at literacy centers with the use of modeling and if the teacher gradually releases responsibility to the students (Diller, 2003).

The physical environment. The majority of the learning in a Pre-K classroom will take place during circle time or during literacy centers. Typically, as a result, there are no desks in the classroom. The tables in the room are used as parts of the literacy centers. The classroom is set up so that a circle time area

defined by a large rug for all children to sit on during whole class meeting times. Usually within the area also contains a teacher chair, easel, calendar, and the management board. The rest of the room is divided up by low shelves to define the literacy centers. The arrangement of the room is set up to create clear limits for children; acting like another teacher (Seefeldt and Wasik, 2006).

Additionally they suggest that the shelves need to be set up so not only do they separate spaces and define areas that kids are to play in, but they need be spaced far enough apart so kids can move around easily in their spaces. Too much space or not enough space can cause issues and prevent student learning.

There are many literacy centers that are constant throughout the year. The materials housed in the centers will change over the course of the year, but the center itself will not. Typically, these centers might include: Literacy Center, Math Center, Writing Center, Library Center, Block Center, Dramatic Play Center, Art Center, Sensory Center, and Science Center. Each center is defined by an area rug, table, and/or a set of shelving. The items at each center are placed in storage tubs and the tubs are labeled with visuals of its contents. The pictures act as a visual reference for non-readers. The shelves are also labeled with a picture to indicate what goes in each cubby on the shelf. This helps the students when they are cleaning up so they know where each item belongs and ensures that their classroom is always neat and tidy, so they can spend time learning and not looking for the things they need. In addition, all the materials



that the students need should be made accessible at each literacy center (Seefeldt and Wasik, 2006).

If teachers have limited space, the following centers can be added periodically throughout the year and set up on tables that “float” in the center of classroom. These centers might include: iPad Center, Listening Center, and Game Center.

All of the centers listed above have their own individual list of expectations. The expectations for each literacy center vary throughout the year as the literacy center changes and are modeled at the beginning of each week for the students and reinforced by teachers before and during literacy center time.

Literacy center groups. For the literacy centers in the classroom, use an open grouping model can be used. I refer to this as open grouping, because the groups are not predetermined by the teacher. Students are allowed to pick their own centers and to work with whomever they wish. This is partly due to the fact that there might be a different set of children present each day. There are some children that come Monday through Friday; there are some children that come Monday, Wednesday, and Friday, and some children that come on Tuesday and Thursday. Trying to create set literacy groups and ensure that each group gets to each center could be a difficult task. Thus, there should be no specific groups for literacy centers. The plus side of this is that it allows for student choice, encourages students to work with many individuals, and creates

a sense of responsibility in the students. Furthermore, Marriott (1997) explains that student choice is a key component to literacy centers. Early on in the year, teachers can keep track of the centers that each student attends and can strongly encourage them to pick their centers so they are able to get to all of them during the week. As the year goes on, teachers may find they do not need to keep track and leave it up to the students to be responsible for making sure that they go to each center. It is a difficult shift for some of the students, but after missing a desired center one week, they make better choices in the weeks that follow.

There are a few guidelines that the kids must follow when choosing their literacy centers. Marriott (1997) suggests the following:

- Only three students are allowed at a center at one time.
- Once students have made their choice they may not switch centers until the next center rotation.
- Students need to stay at their center the whole time and they need to be working the whole time.
- Students may not pick the same center again during literacy center time.

There can be some exceptions to these guidelines. For example, I have created the exception, that if all the centers are full, then a child may repeat a center, if needed. If a group of students is not working well together and conflict resolution methods have not been successful, then the teacher can

remove a student from a center and assign to a new center. On days when some students are absent the teacher may allow four students at a center to avoid one student having to complete a center alone. All the exceptions are used as needed to ensure that all the students feel welcome, accepted, and that they are set up for success. The teacher needs to discuss this as a whole group and the students learn very early on that fair does not mean equal; thus rules may sometimes need to be changed to help others succeed.

Management board. I know that when working with young children, visuals are a very important tool to use. Therefore, shelves need to be labeled with a picture of what goes on it and every center is labeled with a picture. In my classroom, I use the pictures of the centers to help create a management board for my students.

As Diller (2003) suggests, a management board can consist of a pocket chart on a stand, picture labels of each literacy center, pockets numbered one thru three for each center, and a class set of tongue depressors labeled with each student's name. For convenience, the management board can be displayed on a rolling stand so that it can be moved around the room as needed. Displayed on the pocket chart can be the label "Centers," and picture labels of each center that are used for the week. For my classroom, only six centers are used each week. The other centers are still set up around the room, but are only in use during free choice time. Next to each center label, it is suggested, there are three pockets numbered one through three. These

pockets are used for the students to place their name sticks in to choose which center they are completing. Each center may only have three students at it during center time. During free choice, there may be more students.

Transitions. The main goal of transitions is to have students be as independent as possible. I set up routines in my classroom that inform them of their jobs, but do not require me to speak or give directions to them. Seefeldt and Wasik (2006) explain “When teachers plan for smooth transitions between routines, they eliminate the need for discipline” (pg. 115). One area teachers can easily do this in their classroom is during transition time. At the completion of each center, they can start playing a song. Through practice and training during the year, the students will learn that when the music starts to play, they need to start cleaning up and get themselves to the whole group meeting area. At the beginning of the year the students are expected to have everything cleaned up and be on the carpet before the song has been played through twice. Towards the middle and end of the year, the song may only be played once.

Once all the students are at the carpet and the centers have been cleaned, as needed, several students will be given the opportunity to share what they learned. Doing this, from my experience, allows the students to show what they worked on, share with their peers how hard they worked, encourages students to try other centers they have not been to, and helps them with their oral language development. After sharing the students will have the

opportunity to pick a new center. In many Pre-K classrooms, the students will participate in three or four rotations of centers during the literacy center block. At the completion of the literacy center block, they may have a whole group discussion to see what went well, what needs to be changed, and what could have been better. This again allows students to have a voice in their education and also allows them to self-monitor and regulate their behaviors. This is a tool/teaching strategy that I have found to be very powerful for students and encourages them to be leaders.

### Choosing Instructional Topics for Literacy Centers

For the process of planning in my classroom, I use the guidelines set for me from the Early Childhood and Family Education Department in my school district. At the beginning of each year, we are given a list of themes to use in our classroom. From this list of themes, I create centers that will educate the students about each theme, will teach them literacy based skills we are currently working on or new ones that need to be introduced. For example, when we were doing our Dr. Seuss theme, I reinforced rhyming skills with my students and also introduced word families. Each center had a different take on a Dr. Seuss book and the activities in each center were reinforced by the theme of the book. Each theme will be taught in the classroom for four to six week periods of time. Literacy centers may be changed each week, but the main theme will remain the same for the duration of the four to six weeks.

In addition to the main themes, I tend to spin the themes to make them relevant to the needs and the interests of my students. I will use my previous conversations with students and the knowledge I gained from them to guide the center choices I make. This last year, I had several students who were very interested in making letters. I had planned on having the Dramatic Play area be a doctor's office for the Community Helpers theme, but knowing how many kids were into writing letters, I felt that a Post Office would be a better idea and saved the doctor's office for the health theme. My instincts were correct and the students thoroughly enjoyed using the center to write cards, mail them, and deliver packages. The experience reinforced the idea of giving students a voice in their learning. It ended up being more meaningful to them.

### Conclusion

In this chapter, I reviewed the research on literacy centers to help answer my question: *How can literacy centers support a balanced literacy approach in a Pre-K classroom?* I have explained that literacy centers are a designated space for students to learn about a specific content area. Literacy centers offer students the opportunity to work independently and with others. The literacy centers engage the students in meaningful learning that meets the development needs of the students and can be incorporated into a balanced literacy approach.

In this literature review, I have also noted that literacy centers are carefully managed to ensure that students are successful in their learning. Clear

expectations and routines are modeled and reinforced in the classroom. The teacher gradually releases control so students become independent in their learning. Routines are set in place so students know what to expect and what is expected of them. Transitions are well managed to ensure smooth transition from one literacy center to the next. The centers are well organized and all the materials that the students need are present at the center.

Lastly, the teacher must consider the learning needs and motivations of the students in the class and then carefully and purposefully plan literacy centers to meet these needs. Literacy centers need to be planned in a way that encourages independence, pushes students to develop further in their literacy skills, and engages students in meaningful learning. Most importantly, literacy centers must encourage socialization among peers, encourage writing, and reading in order to incorporate balanced literacy.

In Chapter Three, I will use the information I gathered while conducting my research to discuss the methods of my literacy center plans in order to answer my question: *How do literacy centers support a balanced literacy approach in a Pre-K classroom?* Through the course of the chapter, I will describe the school setting, the classroom environment, the students that the process will focus on how I will attempt to answer my question through the curriculum development process.

## CHAPTER THREE

### Methods

#### Introduction

Being very new to teaching Pre-K and starting out with a curriculum plan from scratch, I decided that this year my goal was to develop a plan in my classroom that allowed me to test out some of the best practices I had wanted to implement in the past. I had attended many informative workshops and left with notebooks full of ideas, but was never given the freedom to implement those ideas in my classroom. This was my chance to try out new things. If these new strategies were not effective, I could always change my action plan. I believed that I had nothing to lose and everything to gain. One area I really wanted to explore the use of balanced literacy centers. Out of this interest, I began my research in order to answer my question: *How can using literacy centers support a balanced literacy approach in a Pre-K classroom?*

Throughout the course of my research, I discovered many theories that have reinforced and shaped my teaching philosophy. My research has reinforced the idea that routines are critical for students and help set up clear expectations. Along with expectations, it is important to take the time to ensure that students are a part of the process of creating expectations and that these expectations are clear and followed through. As was explained in Chapter Two, literacy centers need to be thoughtfully planned so they meet the needs of



individual students and encourage further growth and development. Finally, literacy centers provide an opportunity for children to learn at their own pace and appropriate developmental level.

Taking all the research into consideration and moving forward with teaching, my goal for next year and the years to come is to develop quality literacy centers that strive to meet the individual needs of my students. I will continue to find ways to incorporate literacy elements into every center and encourage children to talk about their learning with each other. My final goal will be to continue my research, in the coming years, and continue my research on how balanced literacy can be incorporated not only into literacy centers, but other areas throughout my teaching day.

In this chapter, I will describe the setting of my school, the students in Pre-K class, and how these factors influenced my teaching choices this year. I will discuss how my research helped to influence my curriculum plan, the choices I made when setting up my classroom, and the procedures that I set in place. Lastly, I will discuss the center choices I used this year and how they will continue to support the balanced literacy approach in my classroom.

### Setting

School district. This study will take place in my Pre-K classroom. My school is located in a tier one public school district of the Twin Cities. The school district has approximately 7,530 students. It has one high school and an alternative high school. The district houses one middle school and eight elementary

schools. The district also has an Early Childhood and Family Education (ECFE) programs and a School Readiness program, of which my program originates.

The demographics of the district consist of the following: 50.3% of the students are White, Non-Hispanic, 16.3% are Black, Non-Hispanic, 12% are Hispanic, 12% are Asian/Pacific Islander, and 0.7% are American Indian/Alaskan Native.

In the last year, the school district has taken an active approach in expanding their early childhood programs. The School Readiness program was expanded during the 2014-2015 school year. In the future, expanding the Pre-K program into all eight of the elementary schools in the district is the ultimate goal.

Program description. As I stated before, my program falls under the School Readiness programming for my school district. A unique aspect of this program is that my classroom is housed in an elementary school, so I am part of the ECFE family, as well as the elementary school community. The ECFE program includes 20 teachers and 40 teaching assistants. There are approximately 282 students enrolled in the Pre-K program district wide. Of the 282 students, 115 pay the full tuition, 37 qualify for a sliding fee, (paying what they can afford), 40 receive School Readiness scholarships, and 42 receive Pathway II scholarships. There are 48 students that qualify for Title I and Title III funding. In this program, teachers are not given the opportunity for tenure. Staffing is determined on a year to year basis and depends greatly on enrollment and funding.

The class I teach is an all-day every day Pre-K program and that meets Monday through Friday from 9:20am-4:00pm. Students have the option to be enrolled for five full days. They also have the option to be enrolled for three full days, attending only Mondays, Wednesdays, and Fridays; or for two full days, attending only on Tuesdays and Thursdays. Transportation is provided by the same buses that transport the elementary students to and from school, so we very closely follow the elementary school schedule.

Building description. The elementary school where my classroom is housed consists of kindergarten through sixth grade students. There are approximately 520 students in the school. Of the 520 students, 61.7% are White, non-Hispanic; 12.1% are Black, non-Hispanic; 15.4% are Hispanic; 10.4% are Asian/Pacific Islander; and 0.4% are American Indian/Alaskan Native. Free/Reduced lunch students include 39.6% of the student population. Special Education includes 13.8% of the student population and 17.1% of the student population includes English Language Learners.

Each grade level has between three or four sections depending on the number of students enrolled in each grade level. The lower grade levels tend to keep class sizes smaller and typically have four sections each. The upper grades typically have three sections or will have split classes, where grade levels are combined to reduce the number of staff needed, depending on the number of students.

Even though my Pre-K classroom is technically not a part of the elementary school, it feels as though it is a part of the school community. This is largely due to the positive climate the principal has established at the school. The Pre-K class is included in all school events and Bobcat Pride awards. I have been encouraged to join school staff meetings and join in the Positive Behavioral Intervention and Supports (PBIS) plan that has been established for the rest of the school. All of these measures keep the Pre-K students and myself connected and engaged with the larger school community.

### Participants

The school year, 2015-2016, my Pre-K class consists of Twenty-one students. Fifteen students enrolled in the program attend Monday through Friday. Three students enrolled to attend Mondays, Wednesdays, and Fridays. The remaining three students enrolled to attend on Tuesdays and Thursdays. On any given day there are eighteen students attending. The majority of the class is comprised of 12 females, leaving the minority of the class to the nine males.

Of the 21 students enrolled, 13 students are White, Non-Hispanic, four are Black, Non-Hispanic, two are Hispanic, and two are Asian/Pacific Islander. Two children in the room qualified for Pathway II scholarships offered to the students. Five kids qualified for Free/Reduced Lunch.

### Implementation

Literacy centers. As previously referenced in Chapter two, Fountas and Pinnell (1996) define a literacy center as “a physical area set aside for specific

learning purposes" (p. 49). Below is a list of the literacy centers used on a daily basis by the students:

- *Reading Center*- At this center, the students work independently to look at books or find words they know (Star Words). The books in the Reading Center change throughout the year. Books will be switched to match the interests of the students or to match the theme for the month/week.
- *Listening Center*- At this center, students can listen to books on tape, CD, or from the IPad. The focus book is changed weekly and previous books are kept in a bin for students to read during free choice time.
- *Writing Center*- At this center, children work on various activities throughout the year. In the beginning of the year, the Writing Center focused on writing letters and the students' first names. Later in the year, the Writing Center was focused on writing theme words, last names, and Star Words. There are times during the year where kids will do a response to a theme book that was previously read during read aloud.
- *Literacy Center*- In this center, children work on activities focused on identifying letters and creating words. The activities in this center are geared around the monthly/weekly theme in the room. Books from theme units are also located in the center.
- *Math Center*- In this center, various math activities are available for the students to explore. Unifix cubes, Magna Tiles, shape blocks, counting

manipulatives, and puzzles are available for the children to choose.

Counting books and number writing practice books are also available for student use at this center.

- Science Center- In this center, the children can explore all sorts of different science themes. Non-fiction books are displayed focused on themes. In the Science Center the students will always find magnifying glasses, magnets, magnet numbers and letters, color lenses, mirrors and tweezers available to them. Along with these items, various theme related puzzles, games, and activities are available.
- Block Center- At this center, the students have a large variety of blocks, play people, cars, and other building materials to manipulate. Books showing different buildings are displayed in the center to offer creative influence to the students. Pictures from the community are taped to the blocks. Also taped to the blocks are Star Words and theme words that we have learned throughout the year.
- Art Center- At this center, students have the opportunity to use various mediums to create art work. A large portion of the time the children are allowed to use their own creative expression and the materials made available to create their art. During certain times throughout a month, a theme related art project will be set up for the students to complete.
- Game Center- At this center, students learn how to play various board games. Once a month a new board game is introduced to the center

and teacher led for the first week. After the first week, the students are able to play the game independently. Games already taught are made available for students to pick from during free choice time.

- Sensory Center- At this center, students are able to play with various materials and tools in the sensory table. Materials range from water, seeds, dirt, hay, etc. The tools in the sensory table might include: shovels, cups, plastic ducks, etc. The materials and tools available are related to the monthly/weekly theme being taught.
- iPad/Computer Center- At this center, students are able to use the iPads in the classroom or the computer. On the iPad are approved games focusing on math, science, literacy, and favorite books. This center is made available one week a month.
- Dramatic Play- In this center, the students have the opportunity to engage in role play using various props. The Dramatic Play center changes each month to correlate with the month's theme. Examples of Dramatic Play are: kitchen, doctor's office, post office, etc. Props used for these activities are provided for the students, as well as dress-up items. Real life pictures of places are also posted to encourage play.

These literacy centers are set up in the classroom throughout the entire year. There are a few key components of each center that remain in each center for the year, these components are based off of student need, desires, and interests. Other components of the centers change with each theme.

Themes last approximately 4-6 weeks in duration and can be based on many various learning choices. Some examples of themes include: healthy body, farm animals, families, community helpers, etc. I have found that themes can be created to meet learning objectives or to meet the interests of the students. Materials for the centers, are created or added to enhance the learning of the theme objectives and target learning objectives of the literacy center, for example: if the theme is *My Body* and I am planning for the math center, I will create an activity for the center that relates to my math objective, for the students, such as counting and graphing, while also incorporating body parts into the activity by having the children graph information for what body part they rolled and recording the information on a graph. With a little creativity any theme can be incorporated into each literacy center and used to enhance the learning and engagement of the students.

### Introduction of Literacy Centers.

Management board. As stated in Chapter Two, my management board consists of a pocket chart on a stand, picture labels of each literacy center, pockets numbered one through three for each center, and a class set of tongue depressors labeled with each student's name.

The management board is displayed on a rolling stand so it can be moved around the room as needed. Displayed on the pocket chart is the label "Centers," and picture labels of each center we are using for the week.



Only six centers are used each week. The other centers will still be set up around the room, but they are only in use during free choice time. Next to each center label are three pockets numbered one through three. These pockets provide a place for each student's stick so I can see which centers they are choosing. Each center may only have three students at it during center time. During free choice time, there may be more students, but only three at center time.

When it is time for children to choose their center choice, I have all the students sit on the circle time carpet. I randomly choose sticks and call out student names. If a student is not showing self-control then his/her stick will go back into the pile and I will call out another name. When a student's name is called the child may come up and take his/her stick and place it in any open pocket at any center they like. I strongly encourage them to pick different centers each time and to pick centers with students who are not their best friends. This does not always happen. When all the students have made their choice for centers, I will set the timer for 20 minutes to begin the center rotation.

Transitions. My ultimate goal is for each of my students to become as self-sufficient as possible. I set up routines in my classroom that inform the students of their jobs, but do not require me to speak or give directions to them. One area I can easily do this in my classroom is during transition time. At the completion of each center, I start playing a song. Through practice

and training during the year, the students know that when the music starts to play, they need to start cleaning up and get to the carpet. At the beginning of the year, the students are expected to have everything cleaned up and be on the carpet before the song has been played through twice. Toward the middle and end of the year, the song will only be played once.

Once all the students are seated at the carpet and the centers have been cleaned, as needed, several students will be given to opportunity to share what they learned at their centers. Doing this allows the students to show me what they worked on, share with their peers how hard they worked, and encourages students to try other centers they have not yet experienced. This also works on students' oral vocabulary and speaking skills, a much needed skill in school. After sharing, the kids will have the opportunity to choose a new center. We will do three or four rotations of centers during the literacy center block. At the completion of the literacy center block, we will have a whole group discussion to see what went well, what needs to be changed, and what could have been better. This not only allows students to have a voice in their education, but also allows them to self-monitor and regulate their behaviors. This is a teaching strategy I have found to be very powerful, especially when I am developing them as self-sufficient leaders.

### Summary

In summary, by implementing the research I have compiled and by having a clear plan for my methods, I will be able to create literacy centers

to help answer my question: *How can using literacy centers support a balanced literacy approach in a Pre-K classroom?* By carefully considering the research, I have gained knowledge to create quality literacy centers that meet the individual needs of my students.

In Chapter Four, I will present the literacy centers I have created using the findings from my research. I will show how these centers support a balanced literacy approach and meet the individual needs of the students' in my class.

## CHAPTER FOUR

### Results

#### Introduction

Throughout my teaching career, literacy centers have always been something I wanted to incorporate into my teaching, but lacked the knowledge and freedom to do so. My first year of teaching Pre-K allowed me the opportunity to create literacy centers, use them in the classroom, and learn about what works best for each center. It was during this year that my question for this capstone developed; *How can using literacy centers support a balanced literacy approach in a Pre-K classroom?* As I reflect on that year, I see many mistakes I made in the initial planning of my literacy centers, but I took these mistakes as growth opportunities and used them and my research to guide me in the creation of new literacy centers.

#### Literacy Centers

Using my research, I have created a set of literacy centers that revolve around the theme of *My Body*. The *My Body* theme will be taught around November and will last in duration for 5 weeks. For the purposes of planning for this theme I have focused my planning on six centers described in my literature review: Literacy Center; Writing Center; Math Center; Block Center; Science Center; and Art Center. Each of these centers will focus on the objectives and vocabulary for the *My Body* theme, but will also include center specific objectives that relate to the content of the center.

Literacy center. For the Literacy Center, I have created four pieces of work that the students can choose from. These items are: *ABC Matching Cards*; *ABC Matching Cards- Challenge Set*; *My Body Parts Book*; and *Letter Tile Body Parts*. Each of these activities reinforces the objectives and vocabulary I have created for the *My Body* theme being taught for the month and, in addition, these activities reinforce literacy skills such as letter recognition and spelling.

- Literacy Center: ABC Matching Cards (Appendix F and Appendix T): In this center, the children will use the *ABC Matching Cards* to match Uppercase and Lowercase letters. The *ABC Matching Cards* contain pictures of body parts, healthy foods, and healthy activities kids can do. These cards fit in with the balanced literacy approach due to the fact that they cover the objectives for the *My Body* theme such as: developing a deeper understanding of vocabulary words and visuals used to describe they body and a healthy lifestyle, as well as, cover objectives for the literacy center such as: learning letter recognition and matching lowercase and uppercase letters.

- Literacy Center: ABC Matching Cards- Challenge Set (Appendix G and Appendix T): In this center, the children will use the *ABC Matching Cards- Challenge Set* to match up the letter cards with a picture card that begins with the same letter. Much like the other *ABC Matching Cards*, the *ABC Matching Cards- Challenge Set* has pictures of body parts, healthy foods, and healthy activities that children can do. These cards fit in with the balanced literacy approach since they cover the objectives for the *My Body* theme such as:

developing a deeper understanding of vocabulary words and visuals used to describe the body and a healthy lifestyle, as well as, cover objectives for the literacy center such as: learning letter recognition and matching letters to words that beginning with that letter.

- Literacy Center: My Body Parts Book (Appendix H and Appendix T): In this center, the children will read the *My Body Parts Book*. In the book are pictures of body parts and simple sentences the children will be able to repeat. This book fits in with the balanced literacy approach since it covers the objectives for the *My Body* theme such as: developing a deeper understanding of the vocabulary words used to label the body parts, and the center objectives such as: practicing reading skills.

- Literacy Center: Letter Tile Body Parts (Appendix I and Appendix T): In this center, the children will use the *Letter Tile Body Parts Sheets* and the letter tiles to spell out the labels for parts of the body. On the sheets are pictures of the body parts and boxes for the letter tiles. This activity fits in with the balanced literacy approach since it covers the objectives for the *My Body* theme such as: developing a deeper understanding of vocabulary words and visuals used to describe they body and a healthy lifestyle, as well as, covers objectives for the literacy center such as: learning letter recognition; and matching letters to vocabulary words.

Writing center. For the Writing Center, I have created four pieces of work that the students can choose to complete. These items are: *Body Parts Stamp*

*Book; Body Parts Tracing Book; Body Parts Stamping Sheets; and Body Parts Tracing Sheets.* Each of these activities reinforces the objectives and vocabulary I have created for the *My Body* theme being taught for the month and, in addition, these activities reinforce literacy skills such as letter recognition and concepts of print.

- Writing Center: Body Parts Stamp Book (Appendix J and Appendix T): In this center, the children will use the *Body Parts Stamp Book* and letter stamps to stamp out the labels for body parts in the book. This activity fits in with the balanced literacy approach since it covers the objectives for the *My Body* theme such as: developing a deeper understanding of vocabulary words and visuals used to describe the body and a healthy lifestyle, as well as, covers objectives for the writing center such as: learning letter recognition; and concepts of print.

- Writing Center: Body Parts Tracing Book (Appendix K and Appendix T): In this center, the children will use the *Body Parts Tracing Book* and letter pencil to trace the labels for body parts in the book. This activity fits in with the balanced literacy approach since it covers the objectives for the *My Body* theme such as: developing a deeper understanding of vocabulary words and visuals used to describe the body and a healthy lifestyle, as well as, covers objectives for the writing center such as: learning letter recognition; and concepts of print.

- Writing Center: Body Parts Stamping Sheets (Appendix L and Appendix T): In this center, the children will use the *Body Parts Stamping Sheets* and letter

stamps to stamp out the labels for body parts on the sheets. This activity fits in with the balanced literacy approach since it covers the objectives for the *My Body* theme such as: developing a deeper understanding of vocabulary words and visuals used to describe the body and a healthy lifestyle, as well as, covers objectives for the writing center such as: learning letter recognition; and concepts of print.

- Writing Center: Body Parts Tracing Sheets (Appendix M and Appendix T):

In this center, the children will use the *Body Parts Tracing Sheets* and a pencil to trace the labels for different body parts in the book. This activity fits in with the balanced literacy approach since it covers the objectives for the *My Body* theme such as: developing a deeper understanding of vocabulary words and visuals used to describe the body and a healthy lifestyle, as well as, covers objectives for the writing center such as: learning letter recognition; and concepts of print.

Math center. For the Math Center, I have created two pieces of work that the students can choose to complete. These items are: *My Body Parts Graphing*; and *My Body Parts Patterns*. Each of these activities reinforces the objectives and vocabulary that I have created for the *My Body* theme being taught for the month and in addition, these activities reinforce math skills such as counting and graphing.

- Math Center: My Body Parts Graphing (Appendix N and Appendix T): In

this center, the children will use the *Body Parts Tracing Sheets* and a pencil to



trace the labels for body parts in the book. This activity fits in with the balanced literacy approach since it covers the objectives for the *My Body* theme such as: developing a deeper understanding of vocabulary words and visuals used to describe the body and a healthy lifestyle, as well as, covers objectives for the math center such as: number recognition and graphing skills.

- Math Center: My Body Parts Patterns (Appendix O and Appendix T): In this center, the children will use the *My Body Parts Pattern Sheets* and pattern pieces to create patterns. They will have the freedom to create any kinds of patterns they choose, such as: ABA patterns; ABB patterns; ABC patterns etc. This activity fits in with the balanced literacy approach since it covers the objectives for the *My Body* theme such as: developing a deeper understanding of vocabulary words and visuals used to describe the body and a healthy lifestyle, as well as, covers objectives for the math center such as: counting; and patterning.

Block center. For the Block Center, I have created one piece of work that the students can choose to complete. The item is: *Block Word Wall Cards*. This activity reinforces the objectives and vocabulary that I have created for the *My Body* theme being taught for the month.

- Block Center: Block Word Wall Cards (Appendix P and Appendix T): In this center, the *Block Word Wall Cards* will be taped to the blocks the students will be using to build with. While playing, they will notice the labels and develop a deeper understanding of the vocabulary words. This activity fits in with the balanced literacy approach since it covers the objectives for the *My Body*

theme such as: developing a deeper understanding of vocabulary words and visuals used to describe the body and a healthy lifestyle.

Art center. For the Art Center, I have created one piece of work that the students can choose to complete. The item is *Drawing and Labeling Body Parts*. This activity reinforces the objectives and vocabulary that I have created for the *My Body* theme being taught for the month and art skills such as: creative expression to draw themselves.

- Art Center: Drawing and Labeling Body Parts (Appendix R and Appendix I): In this center, the children will use the *Drawing and Labeling Body Parts Labels*, crayons, and a large sheet of white paper to trace themselves, color their bodies, and then label the body parts. This activity fits in with the balanced literacy approach since it covers the objectives for the *My Body* theme such as: developing a deeper understanding of vocabulary words and visuals used to describe they body and a healthy lifestyle, as well as, cover objectives for the art center such as: using creative expression to draw themselves.

Science center. For the Science Center, I have created one piece of work that the students can choose to work on. The item is *Body Part Labeling*. This activity reinforces the objectives and vocabulary that I have created for the *My Body* theme being taught for the month.

- Science Center: Body Part Labeling (Appendix S and Appendix T): In this center, the students will use the *Body Part Labeling Sheets* and labels to label the picture of the boy's body parts. While playing, they will notice the labels

and develop a deeper understanding of the vocabulary words. This activity fits in with the balanced literacy approach since it covers the objectives for the *My Body* theme such as: developing a deeper understanding of vocabulary words and visuals used to describe they body and a healthy lifestyle.

### Summary

When I began planning the materials for my centers, I was wary of my ability to create center activities that reinforced the objectives of the *My Body* theme, but also met the objectives for balanced literacy. Using the research from Chapter Two, I am confident that was able to find creative and engaging ways to meet all the objectives. I am proud of the center materials I have developed and look forward to using them as a spring board for creating more and more learning materials for my students.

My materials and lesson plans represent the depth of knowledge I have learned through this process and my ability to create materials to enhance and enrich the learning of my students through the use of a balanced literacy approach, my confidence as a teacher has increased drastically. I feel assured that I will be able to create lesson materials to meet the needs of each individual student in my classroom.

In Chapter Five, I will connect my lesson materials to my research and I will share how my research will impact my influence and interactions with my team and school community. I will also discuss limitations I came across during this

process. Finally, I will share how I will be tailoring my teaching, from now and in the future, to make balanced literacy the focus of my instruction and centers.

## CHAPTER FIVE

### Conclusions

#### Introduction

As I sit here, writing the final chapter of my Capstone, I am in awe of the journey that has led me to my question: *How can using literacy centers support a balanced literacy approach in a Pre-K classroom?* I look back at the young lady, fresh from college, eager to start her journey as a teacher. I journey forward to the kindergarten teacher struggling to figure out how to fit best practices into her daily teaching and find her confidence as a teacher. Finally, I journey to the person that I am today- confident with a clear plan for incorporating best practices into her daily teaching routine.

My journey from the young college student to the person I am today has taken nine years. The last three years of the journey have been the most powerful and life changing. These last three years have shaped my beliefs about education, my beliefs about myself as a teacher and what my role is as a teacher, and my beliefs about what I am capable of as a teacher. I have become empowered to make changes in my teaching for the good of my students. This last school year, I took risks in my teaching; I threw out all of my previous notions of what I should be like as a teacher and tried something new. This capstone project has been the perfect culmination of the journey that I have been on.

In this final chapter of my capstone project, I will connect my findings of the study to my literature review. I will describe the implications of my research for my future lesson planning and collaboration with my colleagues. Finally, I will end my chapter by taking a look ahead and how my research will shape my future teaching.

### Connections to the Literature Review

In my literature review, I defined what balanced literacy is and what literacy centers are. I looked closely at how literacy centers helped me meet the balanced literacy goals in my classroom. Next, I discussed the management and organization of literacy centers. Finally, I discussed the process for planning and choosing quality literacy centers.

Balanced literacy and literacy centers. Fountas & Pinnell (1996) describe balanced literacy as an approach where reading and writing skills are developed through instruction in different environments and in various subject areas. Through the use of literacy centers, my students have been able to do just this. They will be working on reading and writing skills, while they are working on discovering information about math, science, and art.

Management and organization of literacy centers. Seefeldt and Wasik (2006) state that teachers are powerful models for students. The processes that we as teachers set in place for our students and model for them will be the processes that they take with them through their learning journey. I have always been a strong believer in a well-organized classroom and in setting up strong

classroom management procedures. While doing my research, my beliefs were validated and I discovered new ideas to improve upon the strong foundation I have already set in place.

Planning and choosing quality literacy centers. It has been expressed to me, by previous supervisors, that literacy centers are tools to keep kids busy while the teacher is busy doing the “real” teaching in small groups. I keep this viewpoint in mind at all times; as fuel to motivate me to research data which supports that literacy centers are an essential component to student learning. I believe that literacy centers, when used purposefully, can be a tool to enrich student learning, to help them discover on their own, and to engage in learning through play. With this in mind, the planning of literacy centers is very important. When looking at centers and creating them, I look for items that the kids can: work on independently; have varying levels of difficulty or can be adapted to be made less or more challenging; require thought and effort to complete (will not be considered busy work); can be built upon by the child and carried across subject areas (math center item that incorporate vocabulary and science aspects). With these aspects in mind, planning literacy centers becomes more challenging, yes, but the end result is literacy centers that enrich the learning of the students and meet the balanced literacy goals of the classroom.

In summary, it has been an overarching goal for me to more deeply understand what balanced literacy is and how to make it achievable in my classroom. Through my research, I have discovered how to do this and have

created a solid plan for doing so. I am eager to see how these literacy centers will enrich the learning of my students.

### Possible Implications

While completing the research for my capstone project, I felt so inspired and empowered to do more with my teaching. I was inspired to do more with my future lesson plans and make my literacy centers stronger. I was also inspired by the research I was reading and wanted to share the ideas with my colleagues. I look forward to being able to share more of my research and lesson plan ideas with them in the upcoming years. In the near future, I plan on taking more of a leadership role and using my research to help guide my professional learning group's discussions and focus. I also plan on using my findings to assist new teachers, colleagues, and peers in the creation of their literacy centers. I will do this through mentoring, modeling, and coaching.

Future lesson plans. As I head into the next school year, 2016-2017, my goal is to work on incorporating the balanced literacy approach into all of my lesson plans. I plan on taking the framework I have created in this capstone and use it as my template to guide me as I create my literacy center plans. I look forward to incorporating more balanced literacy approaches across the school day.

Colleagues. Once I have my lesson plans in place and have a firm grasp on how to best implement balanced literacy into literacy centers, my goal will be to collaborate with my colleagues and share my ideas with them. My



ultimate goal would be to act as a mentor or coach to help guide them in their journey towards balanced literacy.

### Limitations

During the course of the writing of my Capstone, I felt limited by four factors: timing, implementation, space, and materials.

Timing. One of the greatest limitations for me during this process was timing. I wrote the majority of my Capstone over the summer months. I had information on the demographics of my students, but very little if any idea of specific skills I would need to target. I knew a few of the students who would be coming into my class since they were siblings of students I had previously taught, so I based my planning on these students and others I have taught.

Another issue with timing was that I had given myself a very small window of time to complete my lesson planning and writing of my capstone. In hindsight, I wish I had given myself more time so that I could develop more than just one theme of center ideas. This will be something to add to my repertoire in the near future.

Implementation. As stated previously, I wrote my Capstone and created the lesson plans during the summer months. While this time of year allowed me more personal time to complete the tasks, it prevented me from implementing the plans with my students and gathering results on how well the lesson plans met the objectives. I look forward to implementing my lesson plans in the

upcoming school year, 2016-2017, to see how well they meet the developmental needs of my future students.

Space. While writing my lesson plans, I had to take into consideration the amount of space in my classroom. My previous classroom was rather small and there was a lack of table space and center space. Some centers needed to share a space due to these factors. For the upcoming school year, I will be in a new classroom, but I have yet to be in the space and set it up. Based on this fact, I am not sure how I will need to modify my lesson plans or even if I will need to modify my lesson plans to make sure that my students are able to be successful. I am eager to set up my new space, keeping in mind the findings from my research and using that to guide me in how I arrange the new space.

Materials. While I have a large amount of supplies made available to me, I did not have access to these materials over the summer. The materials in my classroom were boxed up and stored away since I was moving to a new classroom. This did force me to be creative and use the findings of my research to create my own center ideas. I am pleased with the results and look forward to combining my teacher made resources with the other resources available at my school.

Overall, I feel that the limitations during my capstone process were very minor and did not affect the overall product. I am grateful for the previous year of learning about balanced literacy and literacy centers while teaching Pre-K and being able to use the previous experience to help guide me in my

implementation of centers. I look forward to the future and growing further in my understanding of balanced literacy and how to best implement it into my classroom.

### Looking to the Future

As I look forward to the upcoming school year, I am excited about all the possibilities that lie ahead. I would like to expand my lesson planning to other theme areas across my curriculum, such as: family, community helpers, farm animals, etc.; and share my findings with other colleagues through collaboration, team meetings, and mentoring.

Expand to other themes. As I begin to plan literacy centers for the upcoming school year, 2016-2017, I am eager to implement the new lesson planning format I have created. I would like to use the format to help create literacy centers throughout the school year. I will take components of center ideas that I have used in the past and modify them to meet my new criteria based on the results of my research.

Collaborate with colleagues. As the year progresses and I have solid data to support the effectiveness of my plans and make sure they meet the developmental needs of my students, I am eager to share my findings with my colleagues. I look forward to collaborating with them and helping them with their lesson plan writing and the development of the literacy centers in their classrooms.

Overall, I am very pleased with the final product of my Capstone. I am eager to take what I have and to expand upon it over the course of the next year and the years to come. I view this Capstone as a foundation that I will use to build upon in the future.

### Summary

The first time I heard of balanced literacy, I viewed it as an idea that was never going to be obtainable for me as a teacher. I had no idea, that one day, I was not only going to have a deep understanding of balanced literacy, but also have a clear plan for how to implement into my literacy centers.

Today balanced literacy is obtainable for me and will be used in my classroom this coming school year and for the years to come. Through my capstone experience, I see my instruction evolving this year and the literacy centers in my classroom evolving with me. More importantly, I see my future students evolving, too, into children who are immersed in literacy and engaged in learning.

# **Appendix A:**

## **Mrs. Rowan's Daily Schedule**

# Mrs. Rowan's Schedule

9:20-9:40 Arrival/Morning Work

9:40-9:55 Morning Meeting/Calendar

9:55-10:55 Literacy Centers

10:55-11:25 Recess

11:25-11:40 Story Time/Wash Hands

11:40-12:15 Lunch

12:15-12:25 Bathroom Break

12:25-12:55 Personal Time/Rest Time

12:55-1:10 Repeated Read Aloud

1:10-1:20 Music Time

1:20-1:40 Math Time

1:40-2:15 Recess

2:15-3:45 Free Choice Time/Snack

3:45-3:55 Closing Meeting

3:55 Dismissal



Rowan (2016)

# **Appendix B:**

## **Lesson Plan Templates**

# General Lesson Plan Template

Literacy Center: (Activity Name)

Objectives

- Objective 1
- Objective 2
- Objective 3

Indicators of Progress:

- Indicator of Progress 1
- Indicator of Progress 2
- Indicator of Progress 3

Supplies:

- Supply 1
- Supply 2
- Supply 3

Directions:

1. Direction 1
2. Direction 2

Extension:



# Lesson Plan Template

**Pre-K Lesson Plan Site/Teacher:** EDW/Rowan

**Age group:** Pre-K

<p>Dates:</p>  <p>Theme/Area of Study:</p>  <p>Developmental Goals (from ECIPS or Work Sampling)</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>At the end of the theme, children will be able to (theme goals):</p> <p>Literacy:</p> <p>1.</p> <p>2.</p> <p>Math:</p> <p>1.</p> <p>2.</p>	<p><b><u>Theme related books to be read and put in centers:</u></b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> <p>Repeated Read aloud book:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b><u>Vocabulary for Talking, Reading and Writing</u></b></p> <p>Theme/IGDI words (from list) (8-10):</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Repeated Read Aloud Vocabulary (4 - 6):</p> <ul style="list-style-type: none"> <li>•</li> </ul>
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<p>How will you know if children learned what you are teaching?</p> <p>Assessments:</p> <p>1.</p> <p>2.</p> <p>3.</p>		
<p><b><u>Active Learning/Choice Time:</u></b></p> <p>What do you want child to pretend/talk/read/write/practice?</p> <p>What props will you use to help child meet the goals?</p> <p><b>Literacy Props:</b></p> <p>At least 45- 60 minutes for half day classes. 60 – 90 minutes for all day classes.</p>	<ul style="list-style-type: none"> <li>• <b>Writing Center:</b></li> <li>• <b>Literacy Center:</b></li> <li>• <b>Art Center:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Math Center:</b></li> <li>• <b>Block Center:</b></li> <li>• <b>Science Center:</b></li> </ul>
<p><b><u>Meal/Snack Time Conversation:</u></b></p> <p>What concept/vocabulary, social skill do you want children to practice</p>		

Adapted from Template created by Tamy Reese (2015)

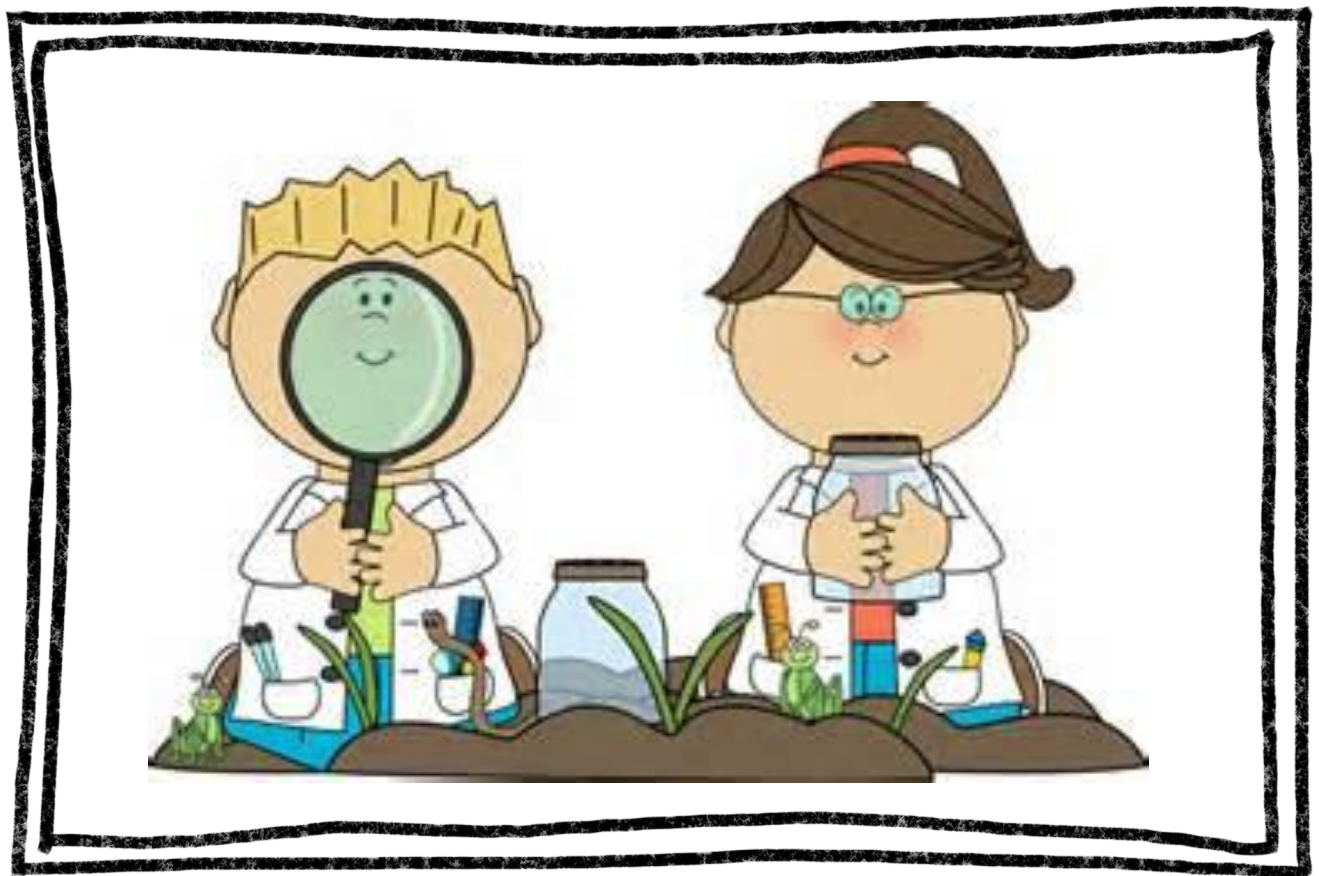
# **Appendix C:**

## **Center Signs**

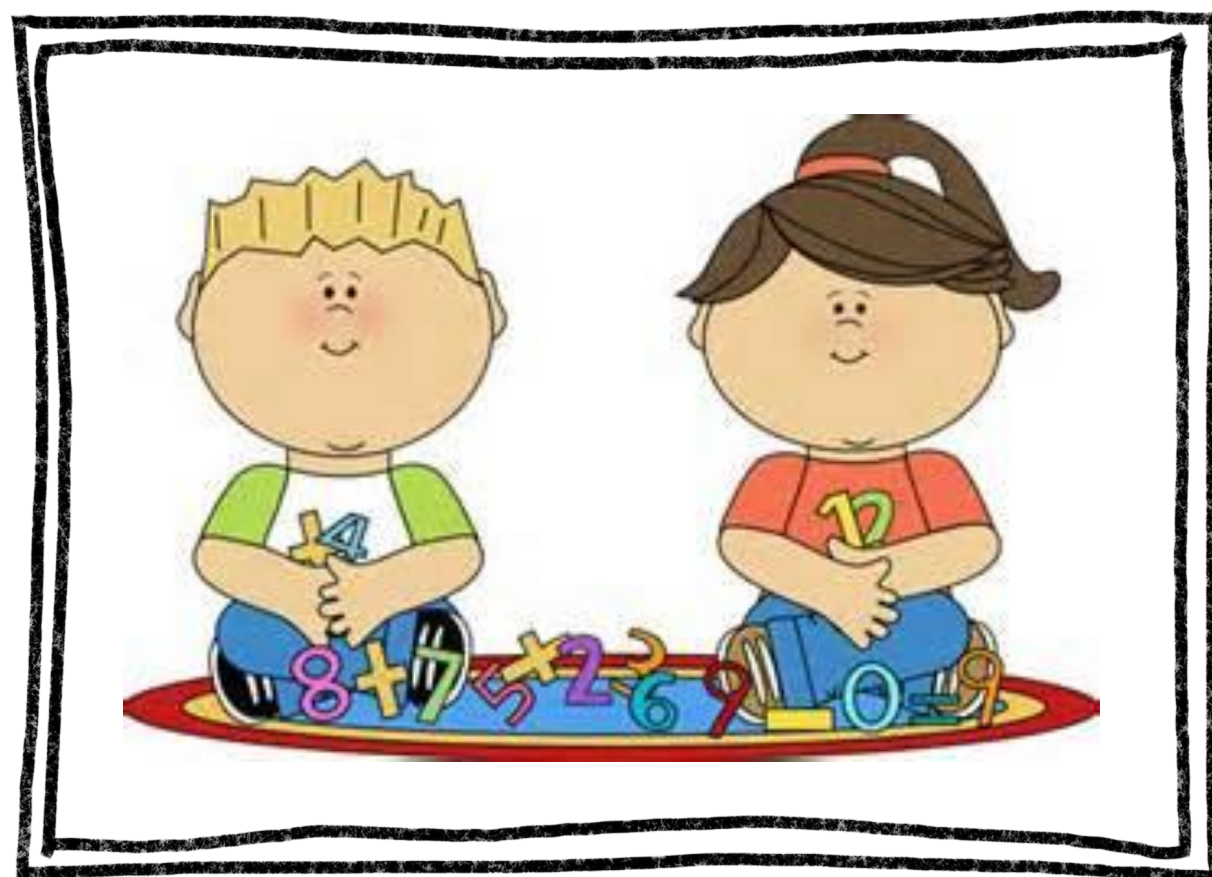
# Writing Center



# Science Center



# Math Center

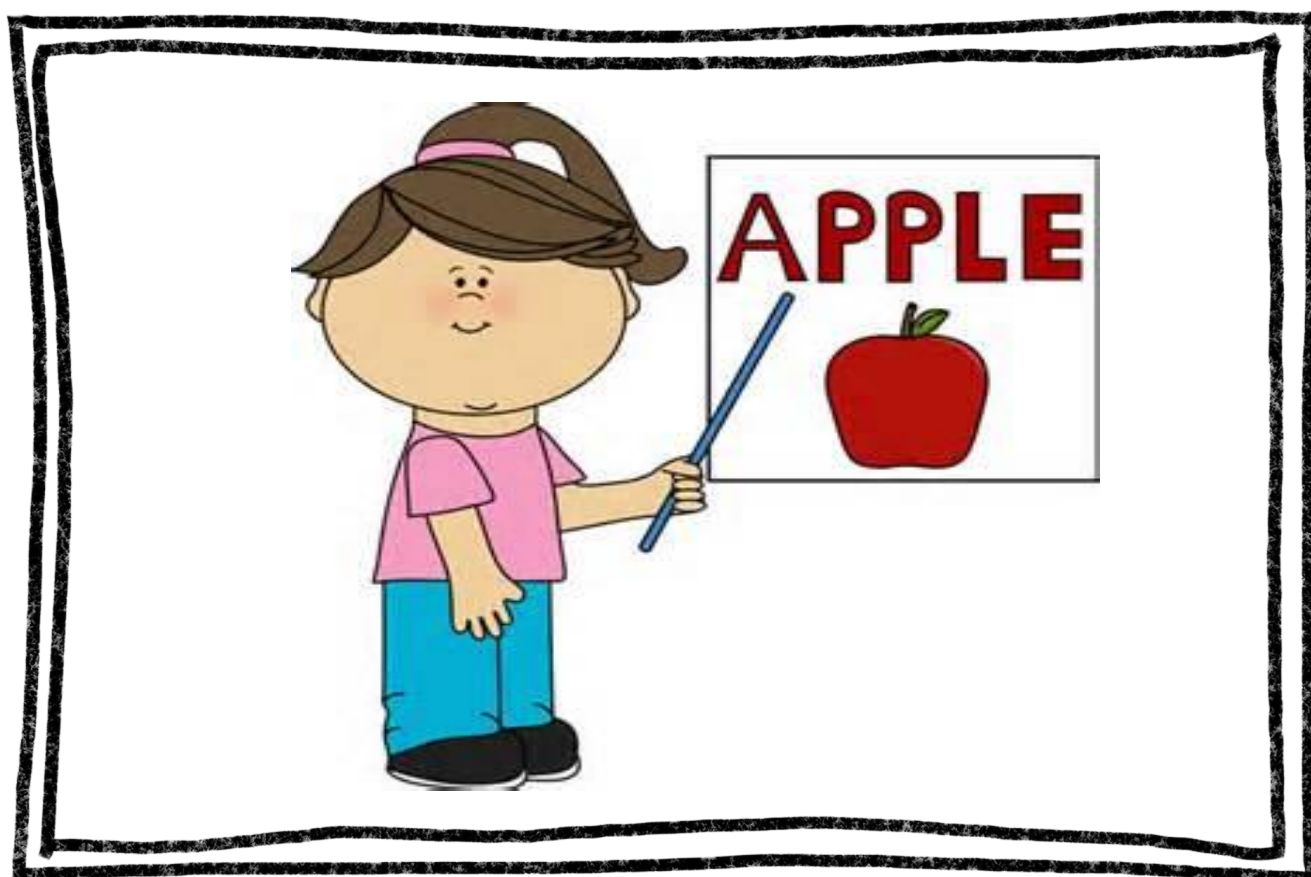


# Block Center



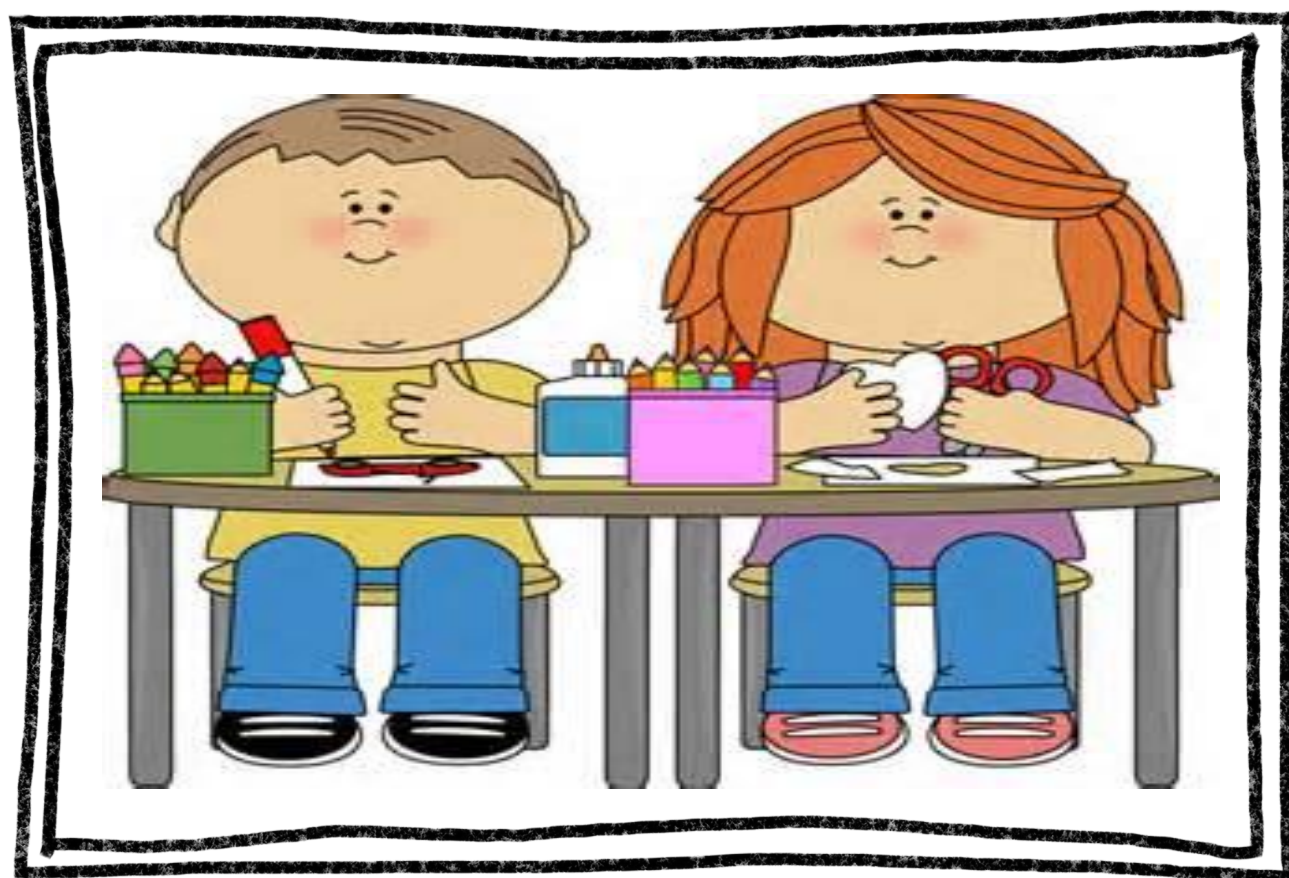


# Literacy Center





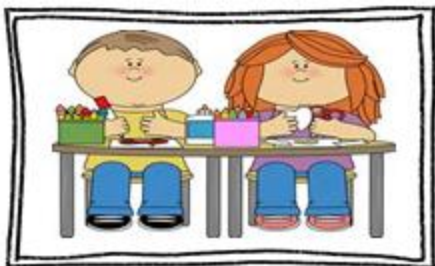
# Art Center



## **Appendix D:**

# **Center Signs for Pocket Chart**

## Art Center



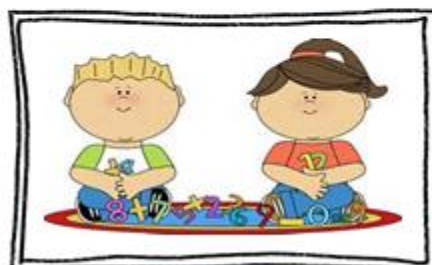
## Block Center



## Literacy Center



## Math Center



## Science Center



## Writing Center



## **Appendix E:**

# **Center Expectation Signs**



# Art Center

1. Use a voice level 1, 2, or 3.
2. Stay in area.
3. Share supplies.
4. Take care of supplies.
5. Put supplies away neatly.
6. Put art work in mailbox or drying rack.



# Literacy Center

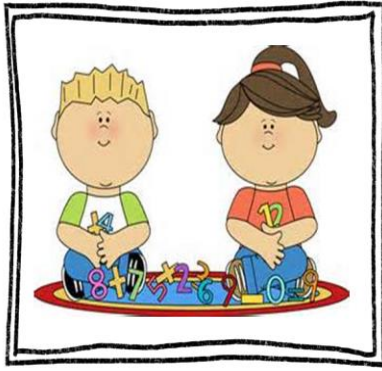
1. Use a voice level 1,  
2, or 3.
2. Stay in area.
3. Share the supplies.
4. Take care of supplies.
5. Put supplies away neatly.



# Block Center

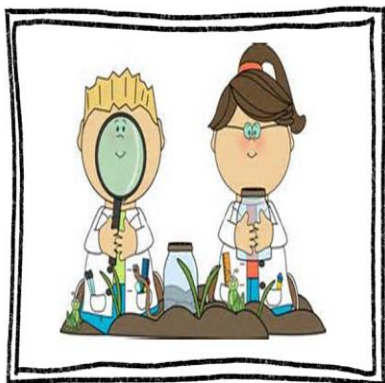
1. Use a voice level 1,  
2, or 3.
2. Stay in area.
3. Share the supplies.
4. Take care of supplies.
5. Put supplies away neatly.





# Math Center

1. Use a voice level 1,  
2, or 3.
2. Stay in area.
3. Share the supplies.
4. Take care of supplies.
5. Put supplies away neatly.



# Science Center

1. Use a voice level 1,  
2, or 3.
2. Sit at table.
3. Share the supplies.
4. Take care of supplies.
5. Put supplies away neatly.






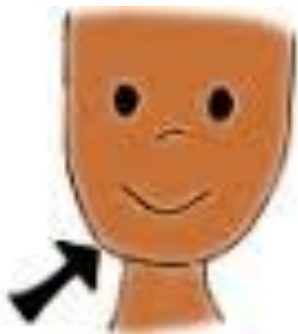




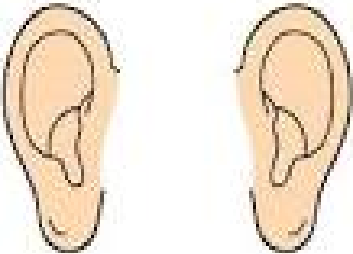
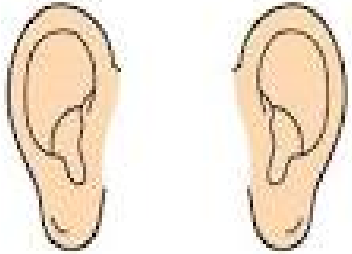
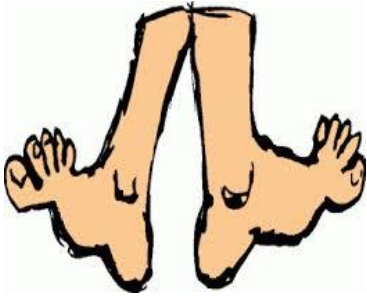
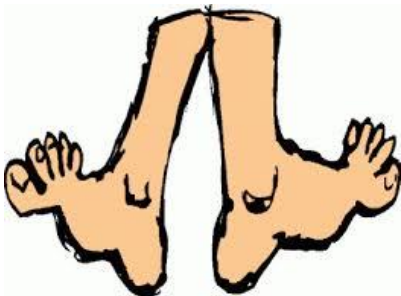
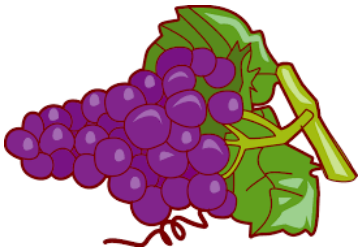
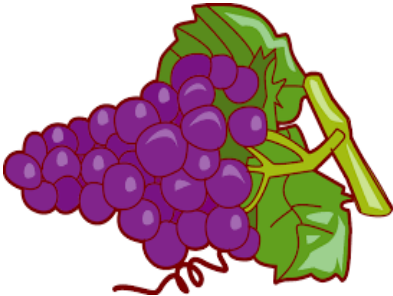


# Writing Center

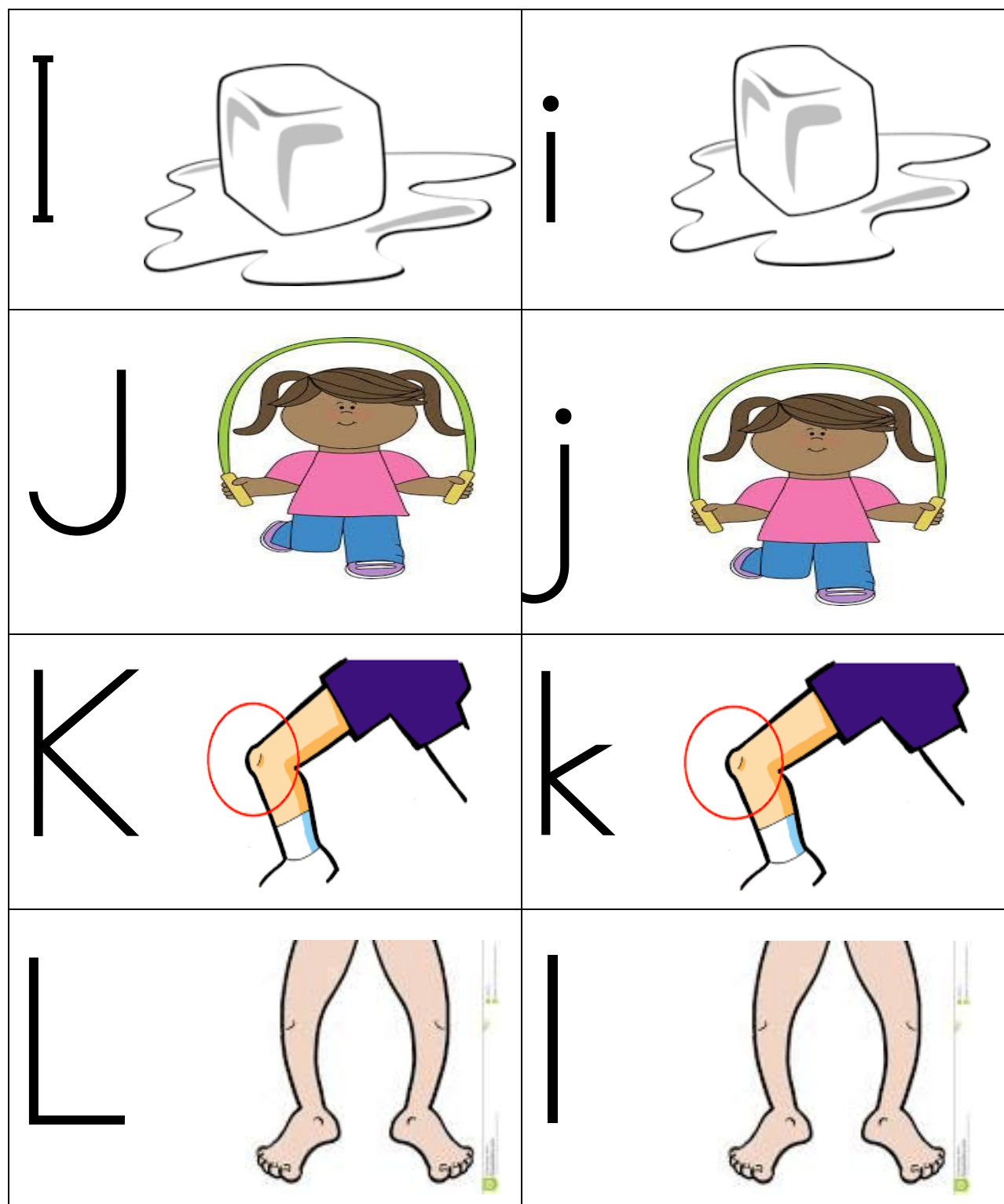
1. Use a voice level 1,  
2, or 3.
2. Sit at the table.
3. Share the supplies.
4. Take care of supplies.
5. Put supplies away neatly.



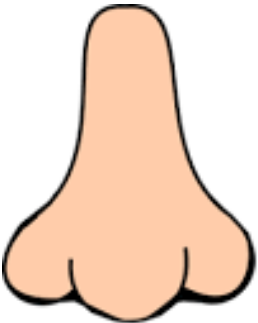
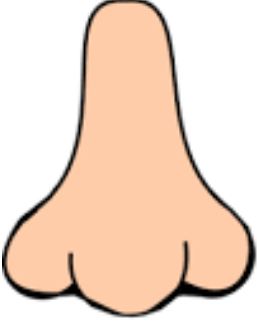




# **Appendix F:**

## **ABC Matching Cards**









<p>A</p> 	<p>a</p> 
<p>B</p> 	<p>b</p> 
<p>C</p> 	<p>c</p> 
<p>D</p> 	<p>d</p> 

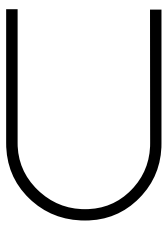



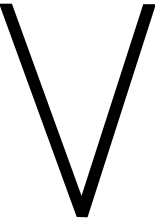



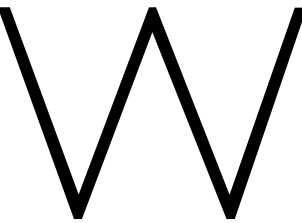



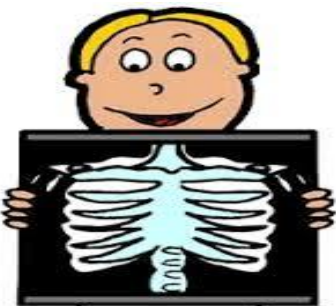


<p>E</p> 	<p>e</p> 
<p>F</p> 	<p>f</p> 
<p>G</p> 	<p>g</p> 
<p>H</p> 	<p>h</p> 

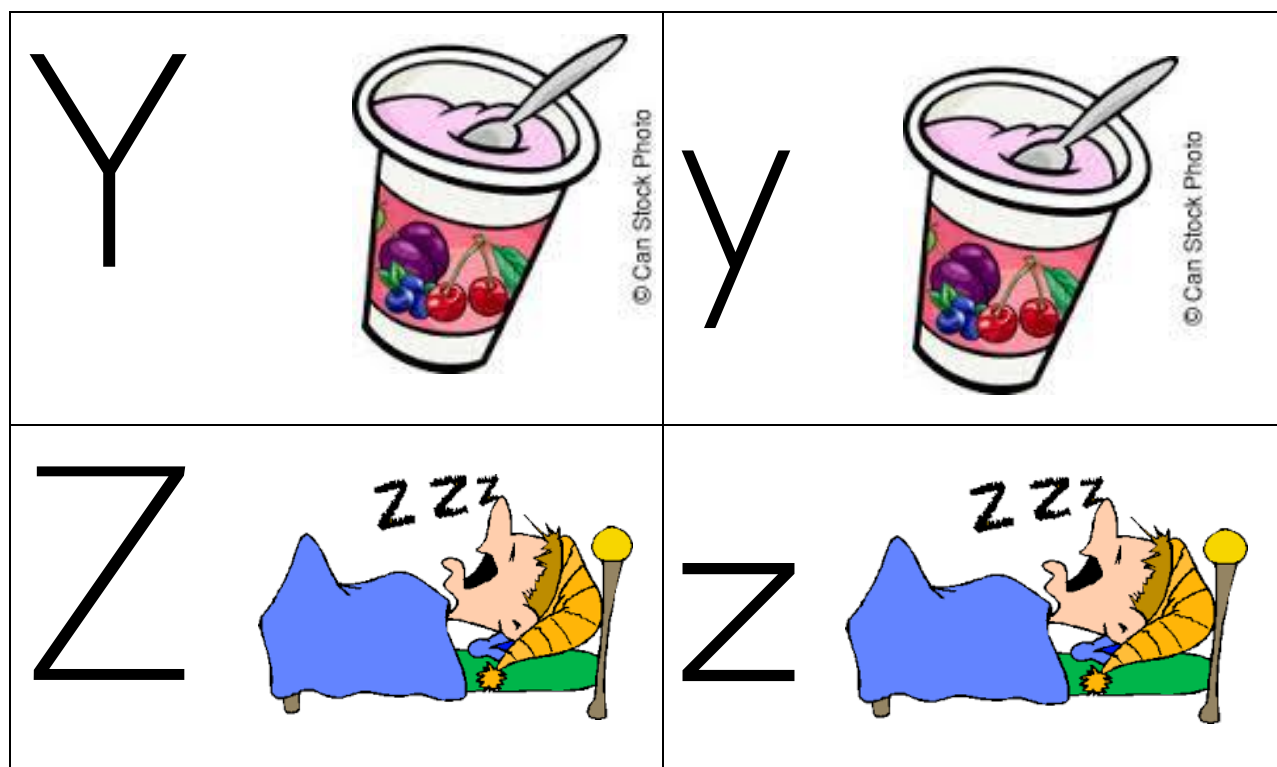


<p>M</p> 	<p>m</p> 
<p>N</p> 	<p>n</p> 
<p>O</p> 	<p>o</p> 
<p>P</p> 	<p>p</p> 



<p>Q</p> 	<p>q</p> 
<p>R</p> 	<p>r</p> 
<p>S</p> 	<p>s</p> 
<p>T</p> 	<p>t</p> 



Aa- arm  
Bb- back  
Cc- chin  
Dd- drink  
Ee- ears  
Ff- feet  
Gg- grapes  
Hh- head  
Ii- ice  
Jj- jump  
Kk- knee  
Ll- legs  
Mm- mouth  
Nn- nose  
Oo- orange  
Pp- papaya  
Qq- quiet  
Rr- run  
Ss- strawberry  
Tt- toe  
Uu- ugli  
Vv- vitamins  
Ww- water  
Xx- x-ray  
Yy- yogurt  
Zz- zzzzzz (Snoring/sleep)

## Literacy Center: ABC Matching Cards

### Objectives:

- Children will develop a deeper understanding of vocabulary words and visuals used to describe the body and a healthy life style.
- Children will learn letter recognition.
- Children will be able to match lowercase and uppercase letters.

### Indicators of Progress:

- Self-Concept: Begin to experiment with own potential and show confidence in own abilities.
- Self-Concept: Demonstrate increasing self-direction and independence.
- Social Competence and Relationships: Interact easily with one or more children.
- Social Competence and Relationships: Begin to participate successfully as a member of a group.
- Curiosity: Show eagerness and a sense of wonder as a learner.
- Curiosity: Show interest in discovering and learning new things.
- Persistence: Work at a task despite distractions or interruptions.
- Persistence: Demonstrate ability to complete a task or stay engaged in an experience.
- Listening: Understand non-verbal and verbal cues.
- Listening: Listen to directions that involve a two or three-step sequence of actions.
- Speaking: Use increasingly complex and varied vocabulary and language.
- Emergent Reading: Recognize and name some letters of the alphabet, especially those in own name.
- Fine Motor Development: Develop small muscle control and coordination.
- Physical Health and Well-Being: Recognize a variety of nutritious foods.

### Supplies:

- ABC Matching Cards

### Directions:

3. Prep the ABC Matching Cards by printing out, laminating, and then cutting apart. (Individual cards may be stored in a plastic baggie or basket.)

4. Students will sort through the cards and match up the uppercase letters with their lowercase letter match. They will do this until all the matches have been made.

Extension: Children can use the alphabet rug in the room to match the ABC Matching Cards to the corresponding letters. Children can also find objects from around the room that match with the letters on the ABC Matching Cards. Children may also turn the cards over and play a memory game with them.



# **Appendix G:**

## **ABC Matching Cards Challenge Set**



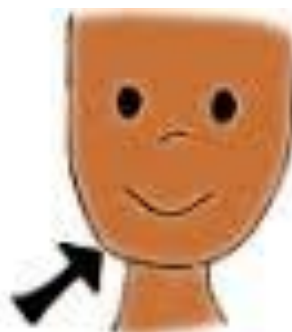
Aa



Bb



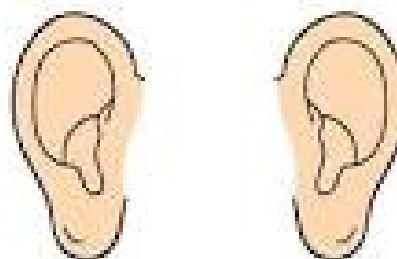
Cc



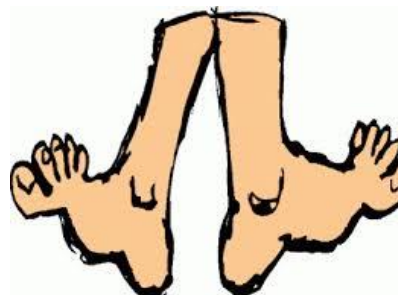
Dd



Ee



Ff



Gg



Hh



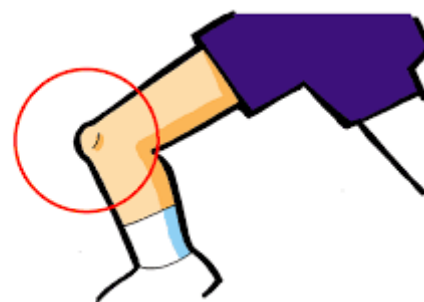
Ii



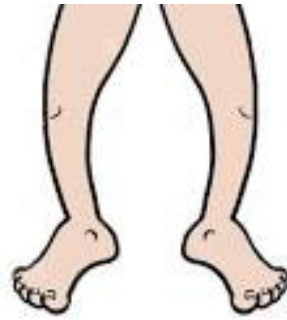
Jj



Kk



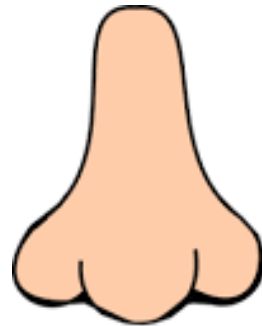
Ll



Mm



Nn



Oo



Pp



Qq



Rr



Ss



T t



U u



V v



W w



Xx



Y



Zz

Aa- arm  
Bb- back  
Cc- chin  
Dd- drink  
Ee- ears  
Ff- feet  
Gg- grapes  
Hh- head  
Ii- ice  
Jj- jump  
Kk- knee  
Ll- legs  
Mm- mouth  
Nn- nose  
Oo- orange  
Pp- papaya  
Qq- quiet  
Rr- run  
Ss- strawberry  
Tt- toe  
Uu- ugli  
Vv- vitamins  
Ww- water  
Xx- x-ray  
Yy- yogurt  
Zz- zzzzzz (Snoring/sleep)



### Literacy Center: ABC Matching Cards- Challenge Set

#### Objectives:

- Children will develop a deeper understanding of vocabulary words and visuals used to describe the body and a healthy life style.
- Children will learn letter recognition.
- Children will be able to match lowercase and uppercase letters to the picture.

#### Indicators of Progress:

- Self-Concept: Begin to experiment with own potential and show confidence in own abilities.
- Self-Concept: Demonstrate increasing self-direction and independence.
- Social Competence and Relationships: Interact easily with one or more children.
- Social Competence and Relationships: Begin to participate successfully as a member of a group.
- Curiosity: Show eagerness and a sense of wonder as a learner.
- Curiosity: Show interest in discovering and learning new things.
- Persistence: Work at a task despite distractions or interruptions.
- Persistence: Demonstrate ability to complete a task or stay engaged in an experience.
- Listening: Understand non-verbal and verbal cues.
- Listening: Listen to directions that involve a two or three-step sequence of actions.
- Speaking: Use increasingly complex and varied vocabulary and language.
- Emergent Reading: Recognize and name some letters of the alphabet, especially those in own name.
- Fine Motor Development: Develop small muscle control and coordination.
- Physical Health and Well-Being: Recognize a variety of nutritious foods.

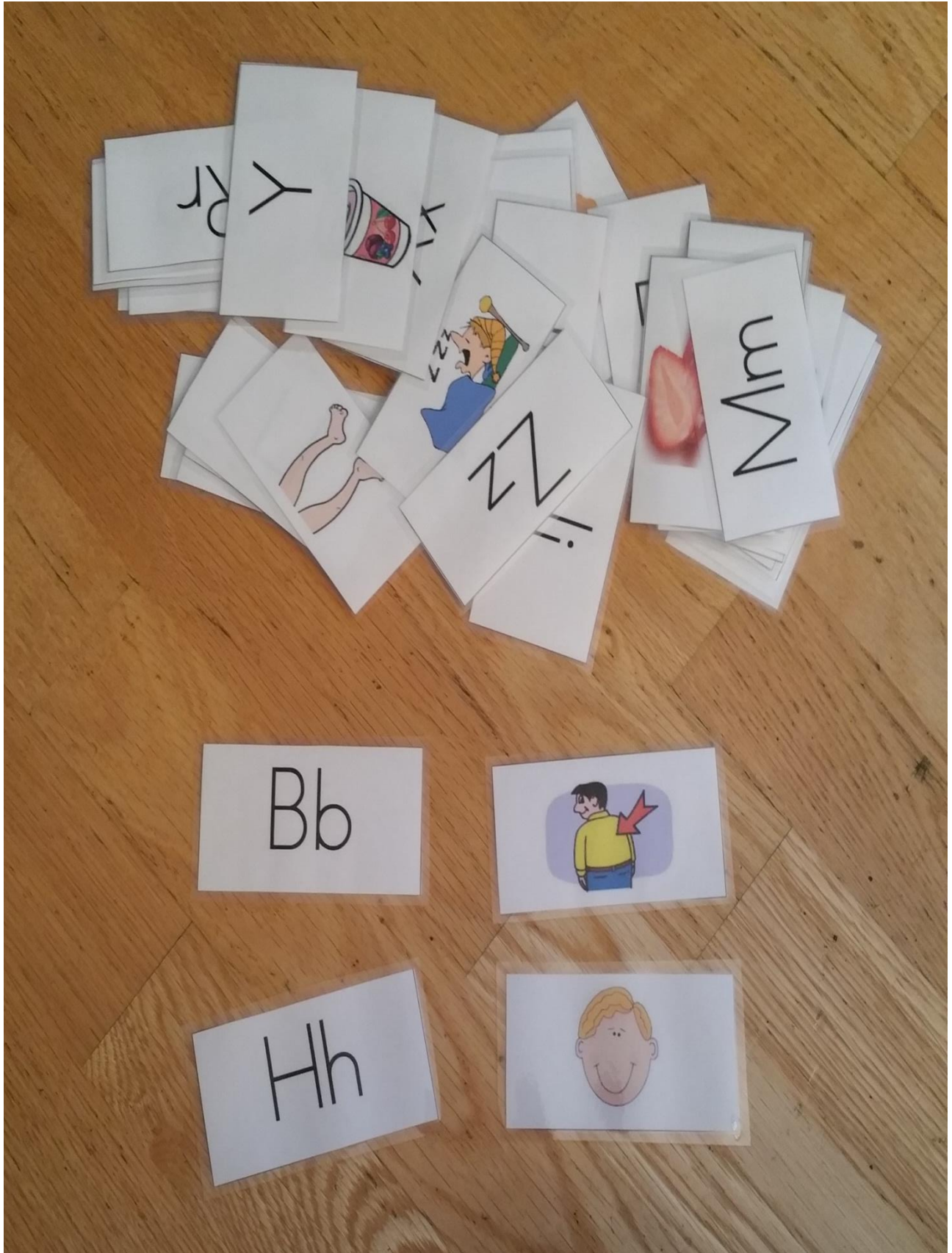
#### Supplies:

- ABC Matching Cards- Challenge Set

#### Directions:

1. Prep the ABC Matching – Challenge Set by printing out, laminating, and then cutting apart. (Individual cards may be stored in a plastic baggie or basket.)
2. Students will sort through the cards and match up the uppercase letters with their lowercase letter match. They will do this until all the matches have been made.

Extension: Children can use the alphabet rug in the room to match the ABC Matching Cards- Challenge Set to the corresponding letters. Children can also find objects from around the room that match with the letters on the ABC Matching Cards- Challenge Set. Children may also turn the cards over and play a memory game with them.



# **Appendix H:**

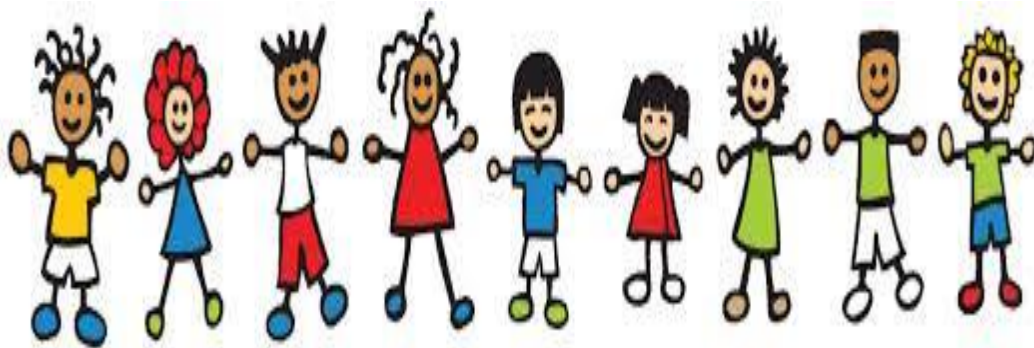
## **My Body Parts Book**

# My Body Parts Book



By: \_\_\_\_\_

# My Body Parts Book



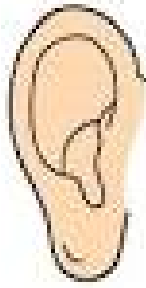
By: \_\_\_\_\_



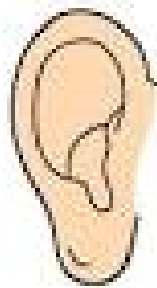
This is my head.



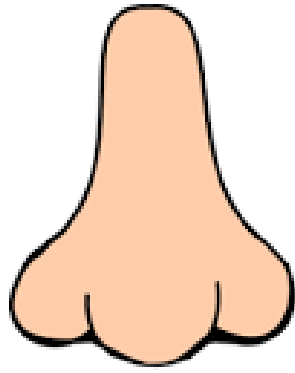
This is my head.



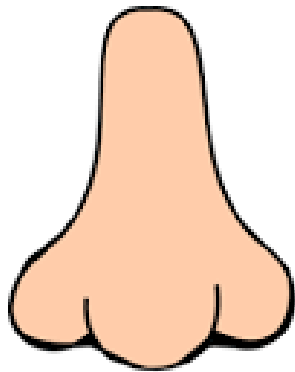
This is my ear.



This is my ear.



This is my nose.



This is my nose.





This is my mouth.



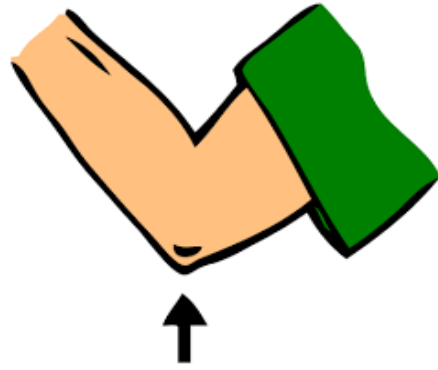
This is my mouth.



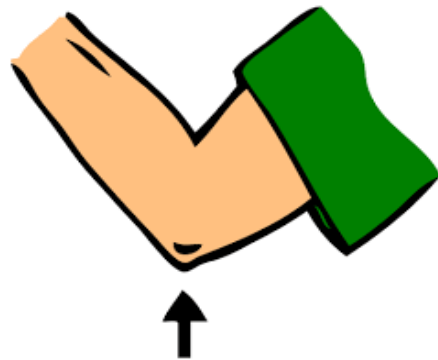
This is my arm.



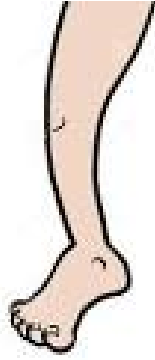
This is my arm.



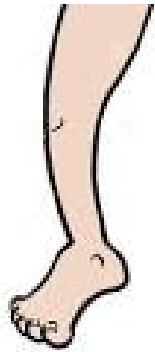
This is my elbow.



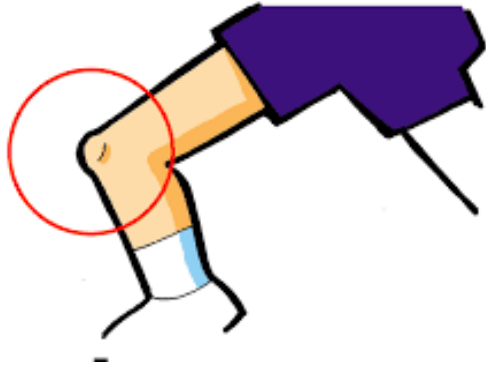
This is my elbow.



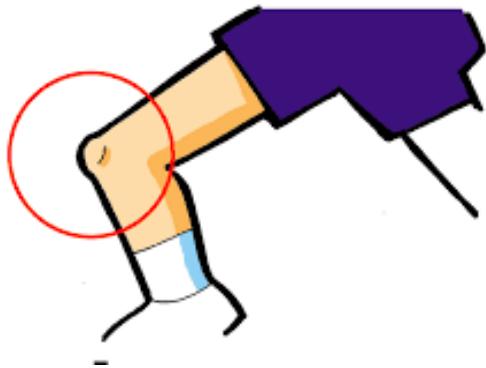
This is my leg.



This is my leg.



This is my knee.



This is my knee.



This is my ankle.



This is my ankle.



This is my foot.



This is my foot.

## Literacy Center: My Body Parts Book

### Objectives:

- Children will develop a deeper understanding of vocabulary words used to label the body parts.
- Children will practice reading.

### Indicators of Progress:

- Self-Concept: Begin to experiment with own potential and show confidence in own abilities.
- Self-Concept: Demonstrate increasing self-direction and independence.
- Social Competence and Relationships: Interact easily with one or more children.
- Social Competence and Relationships: Begin to participate successfully as a member of a group.
- Curiosity: Show eagerness and a sense of wonder as a learner.
- Curiosity: Show interest in discovering and learning new things.
- Persistence: Work at a task despite distractions or interruptions.
- Persistence: Demonstrate ability to complete a task or stay engaged in an experience.
- Listening: Understand non-verbal and verbal cues.
- Listening: Listen to directions that involve a two or three-step sequence of actions.
- Speaking: Use increasingly complex and varied vocabulary and language.
- Emergent Reading: Show beginning understanding of concepts about print.
- Emergent Reading: Recognize and name some letters of the alphabet, especially those in own name.
- Emergent Reading: Retell information from a story.
- Emergent Reading: Begin to associate sounds with words or letters.
- Emergent Writing: Understand that writing is a way of communicating.
- Emergent Writing: Begin to copy or write own name.

### Supplies:

- My Body Parts Book

### Directions:



1. Prep the My Body Parts Book by printing out the pages, cutting in half and stapling together.
2. Place the books in a basket.
3. Children can read the books to themselves or to their center partners.

Extension: Children can circle the words from the word wall that they see in the book. Children may also use a pencil or crayon to trace over the words in the book.



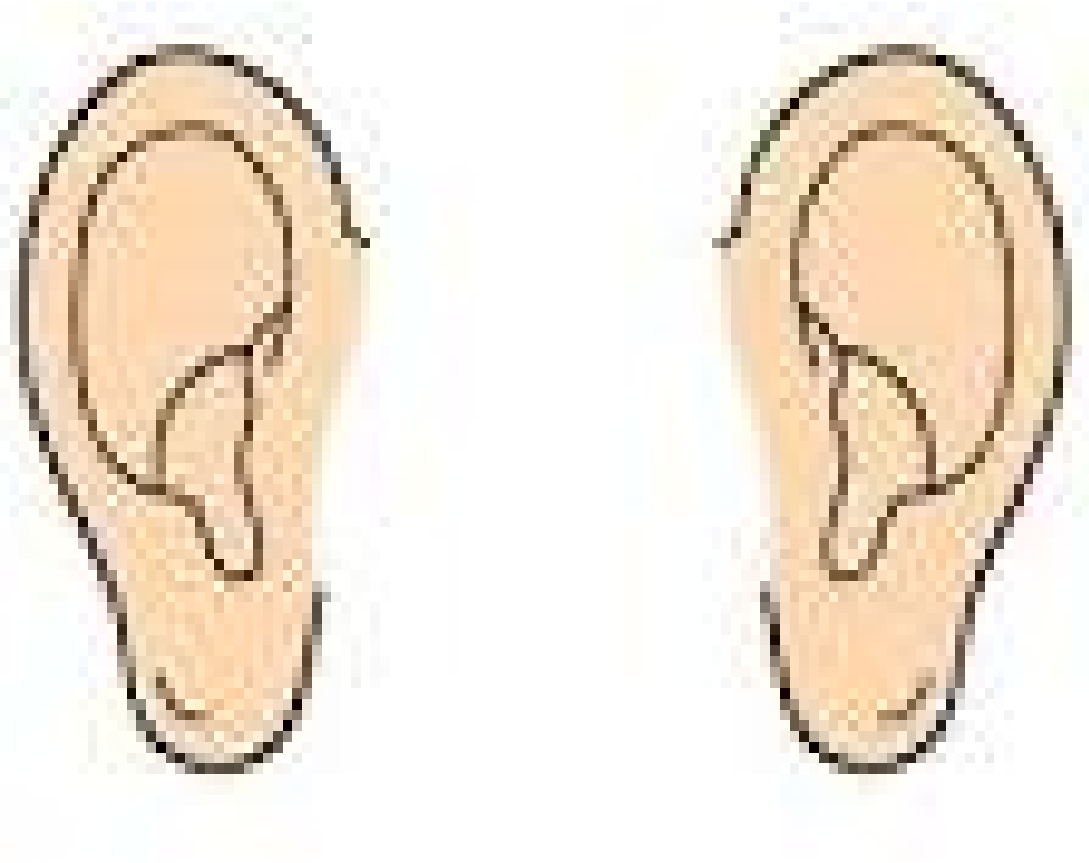
# **Appendix I:**

## **Letter Tile Body Parts**



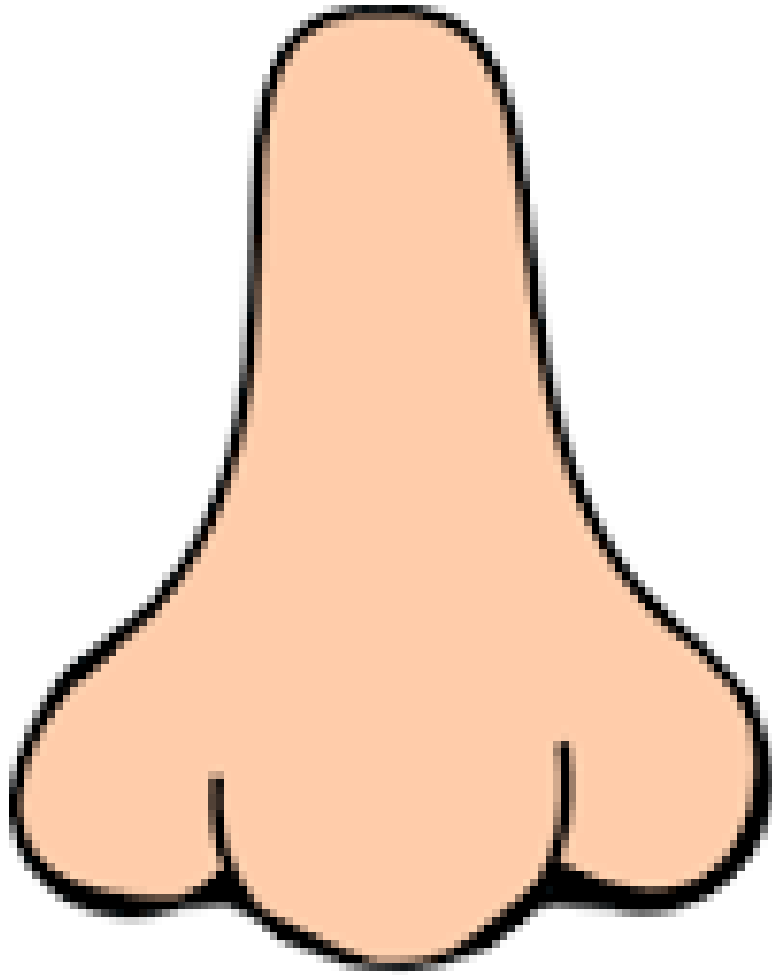
head

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ears

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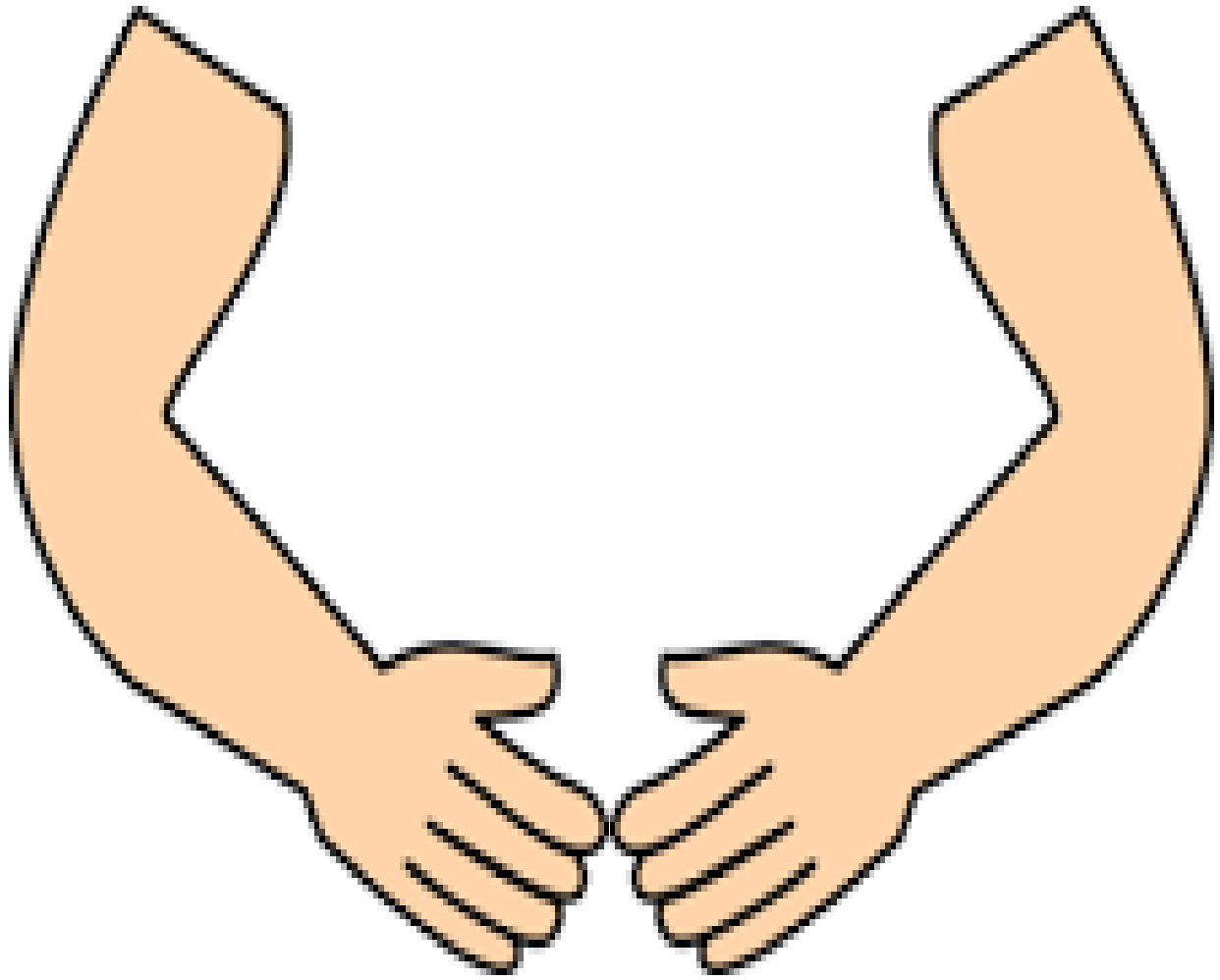
nose

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mouth

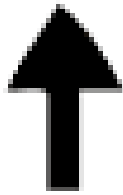
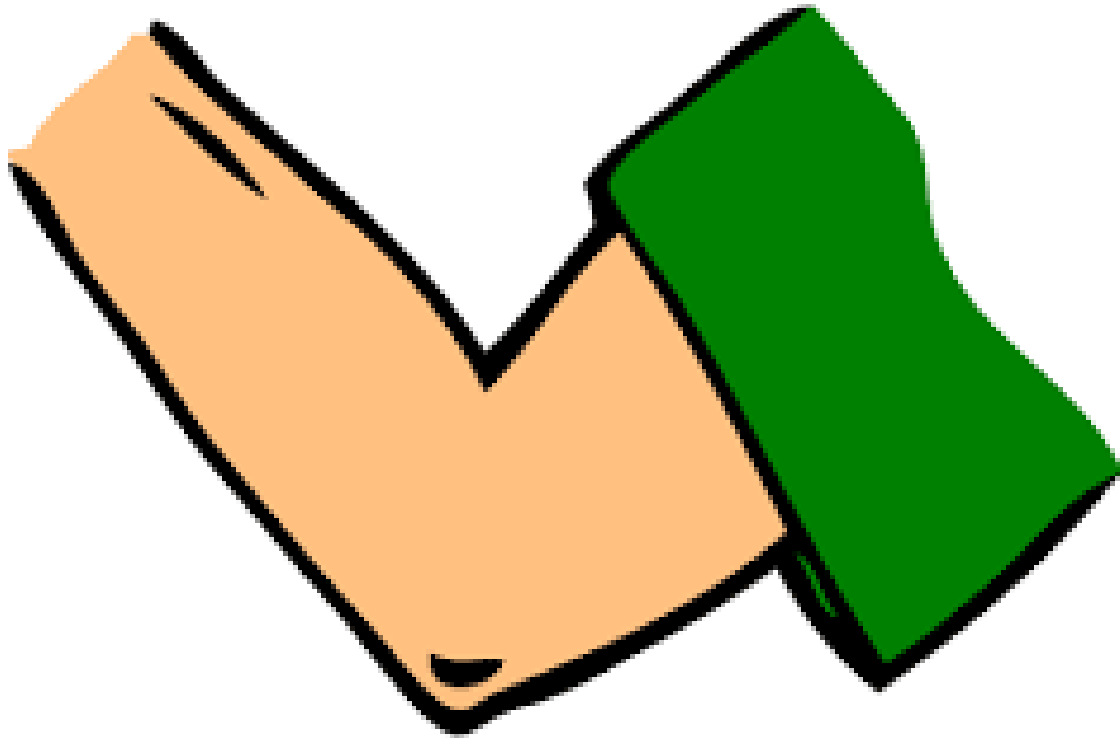
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arms

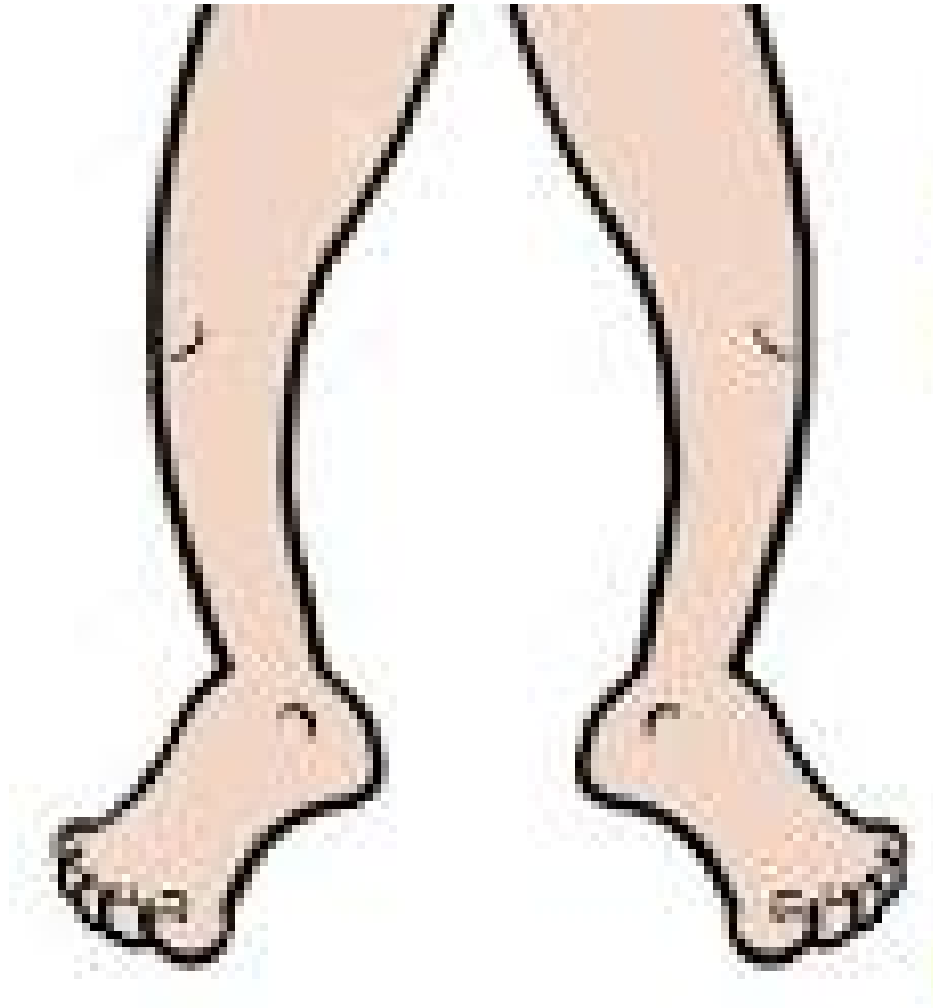
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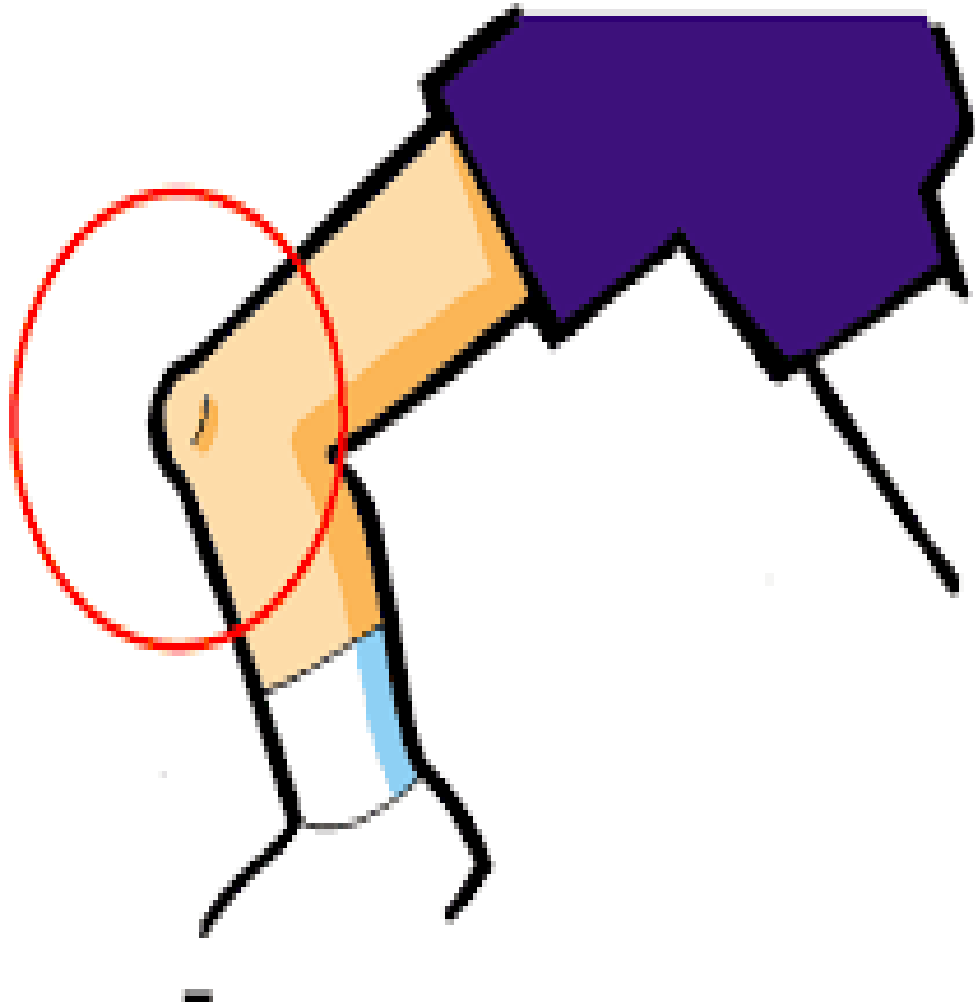
elbow

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legs

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knee

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ankle

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feet

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h	e	a	d	e
a	r	s	n	o
s	e	m	o	u
t	h	a	r	m
s	e	l	b	o

w	l	e	g	s
k	n	e	e	a
n	k	l	e	f
e	e	t		

## Literacy Center: Letter Tile Body Parts

### Objectives:

- Children will develop a deeper understanding of vocabulary words.
- Children will learn letter recognition.
- Children will be able to match the letters to make the vocabulary words.

### Indicators of Progress:

- Self-Concept: Begin to experiment with own potential and show confidence in own abilities.
- Self-Concept: Demonstrate increasing self-direction and independence.
- Social Competence and Relationships: Interact easily with one or more children.
- Social Competence and Relationships: Begin to participate successfully as a member of a group.
- Curiosity: Show eagerness and a sense of wonder as a learner.
- Curiosity: Show interest in discovering and learning new things.
- Persistence: Work at a task despite distractions or interruptions.
- Persistence: Demonstrate ability to complete a task or stay engaged in an experience.
- Listening: Understand non-verbal and verbal cues.
- Listening: Listen to directions that involve a two or three-step sequence of actions.
- Speaking: Use increasingly complex and varied vocabulary and language.
- Emergent Reading: Recognize and name some letters of the alphabet, especially those in own name.
- Fine Motor Development: Develop small muscle control and coordination.

### Supplies:

- Letter Tile Body Parts sheets
- Letter Tile Body Parts letter tiles

### Directions:

1. Prep the Letter Tile Body Parts Sheets by printing out the pages, cutting out the letter tiles and laminating the sheets and letter tiles. (Letter tiles can be stored in a plastic baggie.)



2. Children will take a body parts sheet and use the letter tiles to spell out the body part labels on each sheet.

Extension: Children may write the labels down on a piece of paper or a white board.



# **Appendix J:**

## **My Body Parts Stamp Book**

# My Body Stamp Book



By: \_\_\_\_\_

# My Body Stamp Book



By: \_\_\_\_\_



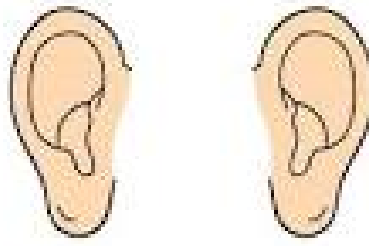
head

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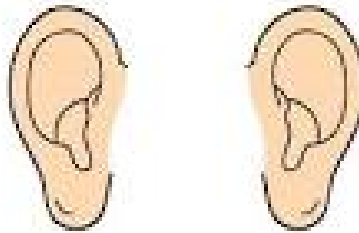
Head

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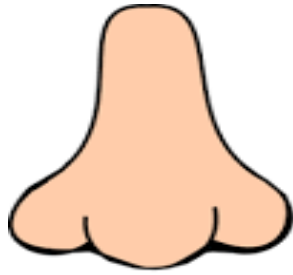
ears

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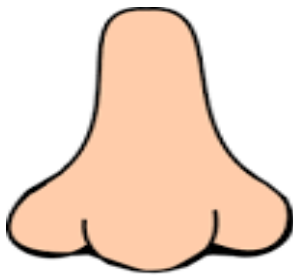
ears

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nose

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nose

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mouth

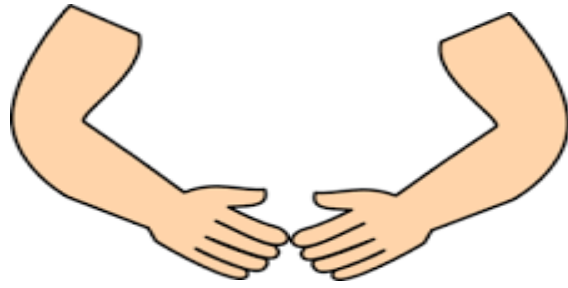
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mouth

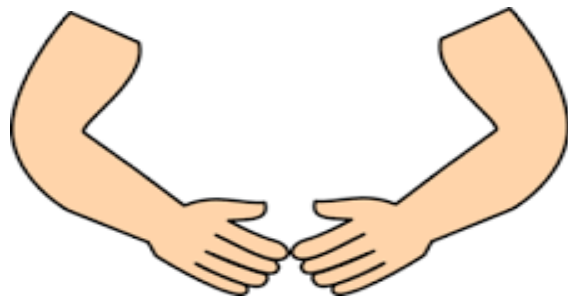
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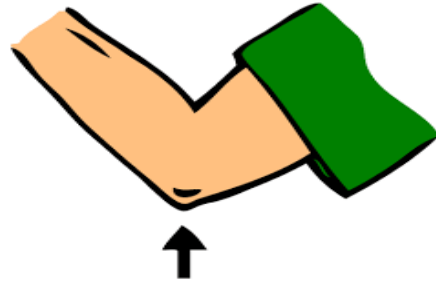
arms

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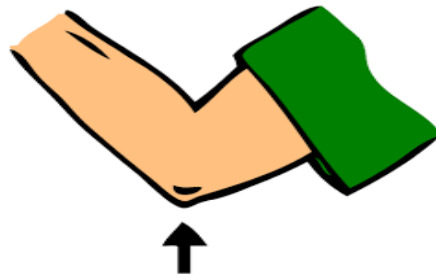
arms

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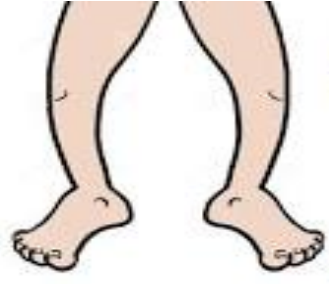
elbow

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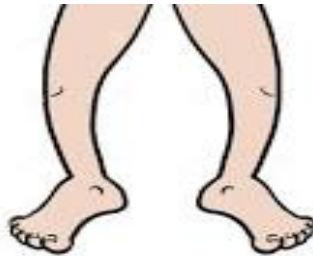
elbow

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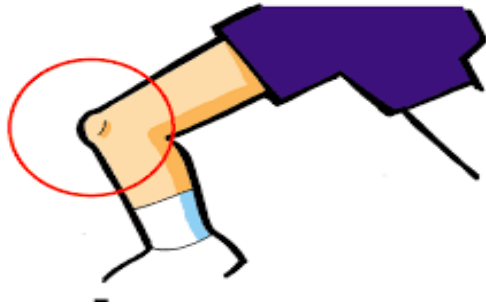
legs

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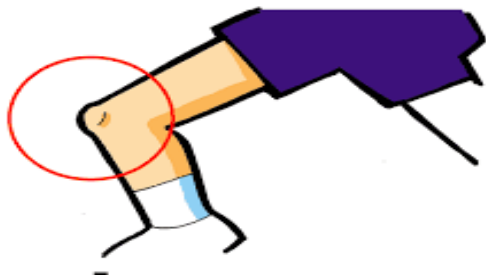
legs

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knee

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knee

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ankle

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ankle

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feet

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feet

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## Writing Center: Body Parts Stamp Book

### Objectives:

- Children will develop a deeper understanding of vocabulary words used to label the body parts.
- Children will learn the letter recognition.

### Indicators of Progress:

- Self-Concept: Begin to experiment with own potential and show confidence in own abilities.
- Self-Concept: Demonstrate increasing self-direction and independence.
- Social Competence and Relationships: Interact easily with one or more children.
- Social Competence and Relationships: Begin to participate successfully as a member of a group.
- Curiosity: Show eagerness and a sense of wonder as a learner.
- Curiosity: Show interest in discovering and learning new things.
- Persistence: Work at a task despite distractions or interruptions.
- Persistence: Demonstrate ability to complete a task or stay engaged in an experience.
- Listening: Understand non-verbal and verbal cues.
- Listening: Listen to directions that involve a two or three-step sequence of actions.
- Speaking: Use increasingly complex and varied vocabulary and language.
- Emergent Reading: Show beginning understanding of concepts about print.
- Emergent Reading: Recognize and name some letters of the alphabet, especially those in own name.
- Emergent Writing: Understand that writing is a way of communicating.
- Emergent Writing: Begin to copy or write own name.

### Supplies:

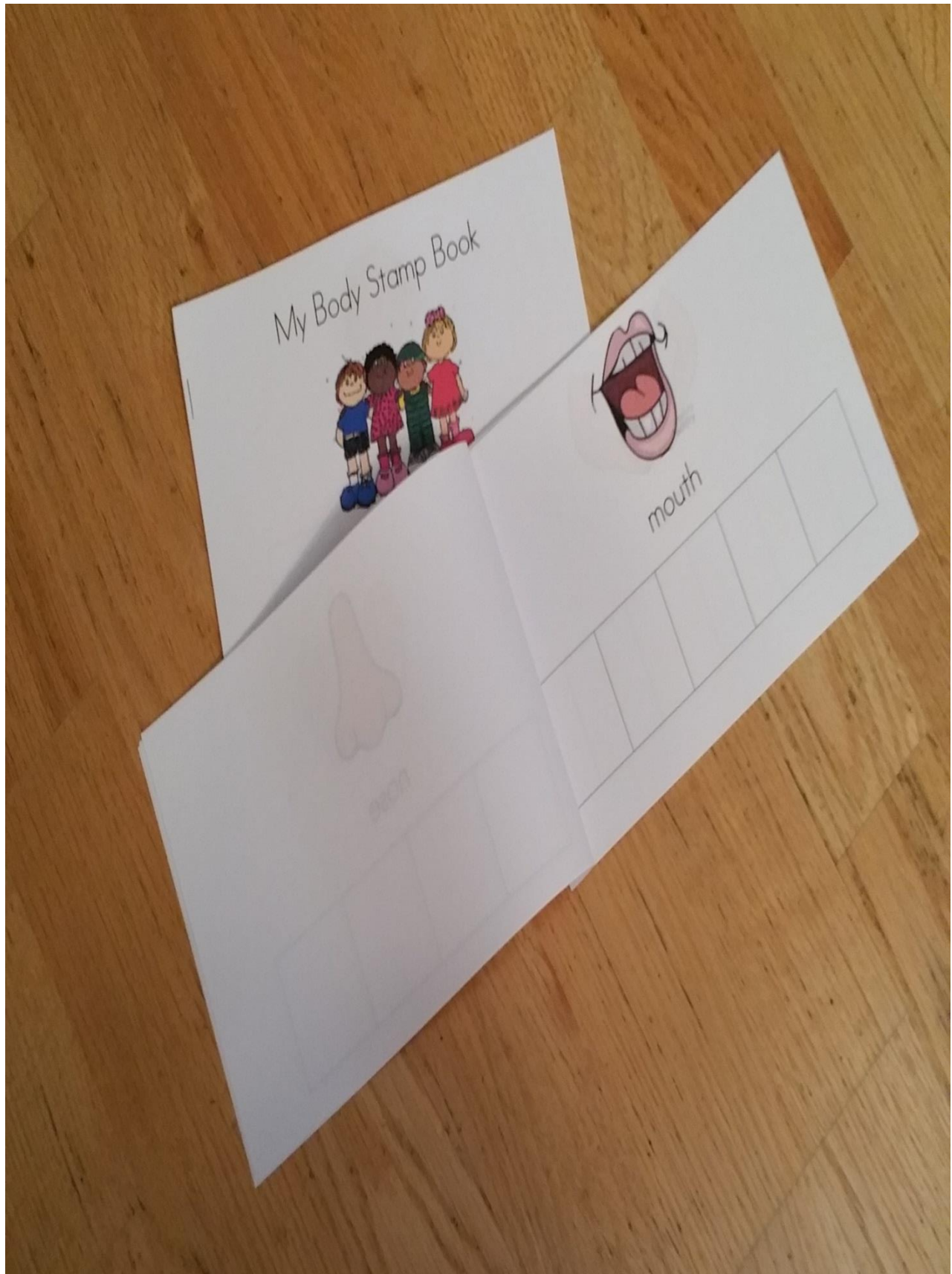
- Body Parts Stamp Book
- Pencil
- Stamp ink pad
- Lowercase letter stamps

### Directions:

1. Prep the Body Parts Stamp Book by printing out the pages, cutting in half and stapling together.
2. Set up the center materials on a table so that they are easily accessible for children. (I like to place the books in a small basket and place the stamps and stamp ink pad out on a tray.)
3. Children will begin by using a pencil to write their name on the name line.
4. Using the lowercase letter stamps and the stamp inkpad, the children will stamp the letters in the book to spell the labels for the body parts. This process may need to be modeled for the children during circle time.

Extension: Children that complete the task early may use a pencil or crayon to trace over the stamped letters. They may also color the illustrations in the book.





# **Appendix K:**

## **My Body Tracing Book**

# My Body Tracing Book



By: \_\_\_\_\_

# My Body Tracing Book



By: \_\_\_\_\_



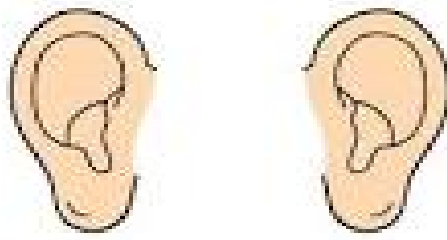
head

h	e	a	d
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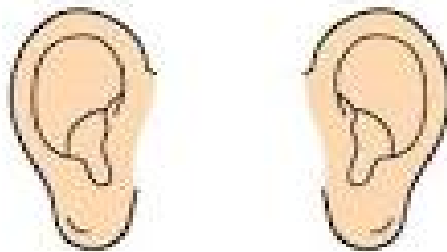
head

h	e	a	d
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ears

e	a	r	s
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ears

e	a	r	s
---	---	---	---



nose

n	o	s	e
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nose

n	o	s	e
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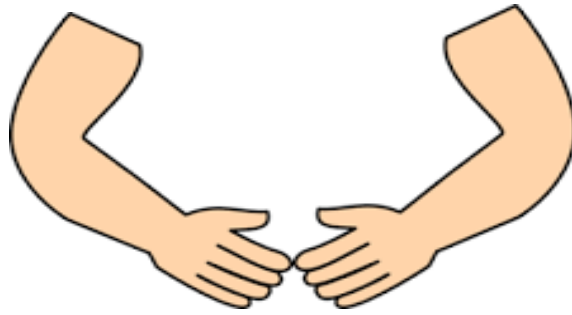
mouth

m	o	u	t	h
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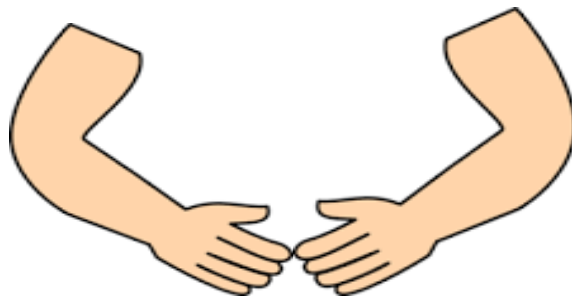
mouth

m	o	u	t	h
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arms

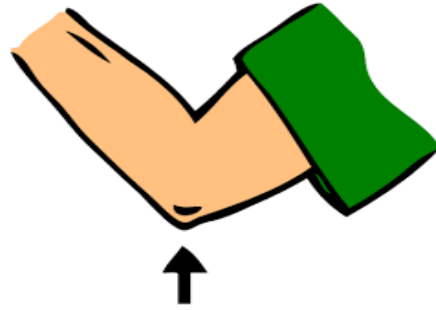
a	r	m	s
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arms

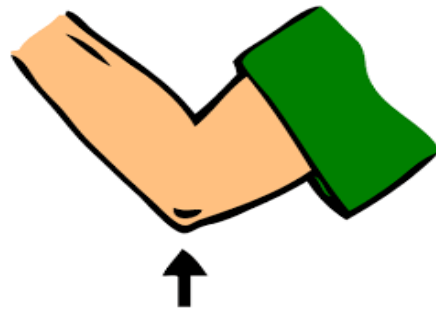
a	r	m	s
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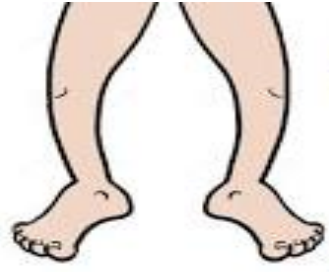
elbow

e	l	b	o	w
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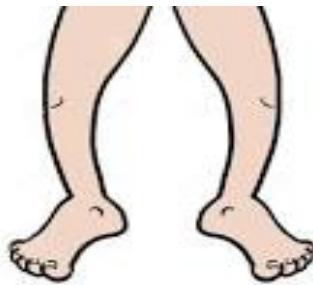
elbow

e	l	b	o	w
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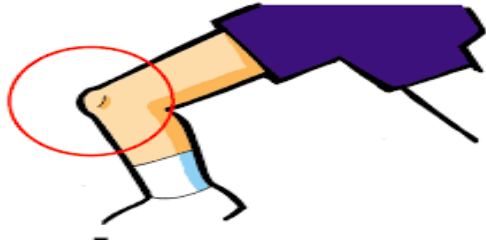
legs

l	e	g	s
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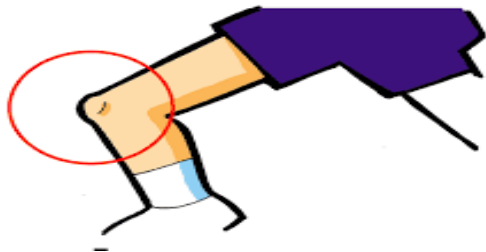
legs

l	e	g	s
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knee

k	n	e	e
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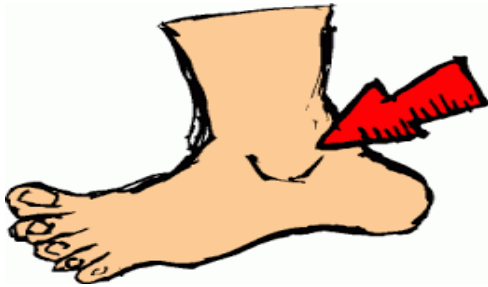
knee

k	n	e	e
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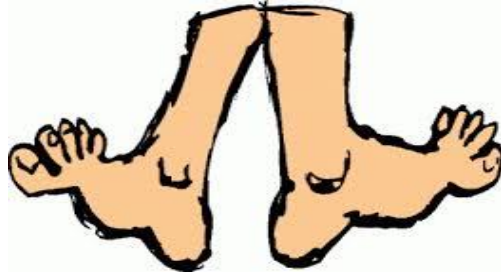
ankle

a	n	k	l	e
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ankle

a	n	k	l	e
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feet

f	e	e	t
---	---	---	---



feet

f	e	e	t
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## Writing Center: Body Tracing Book

### Objectives:

- Children will develop a deeper understanding of vocabulary words used to label the body parts.
- Children will learn the letter recognition.
- Children will begin to learn how to write letters/words.

### Indicators of Progress:

- Self-Concept: Begin to experiment with own potential and show confidence in own abilities.
- Self-Concept: Demonstrate increasing self-direction and independence.
- Social Competence and Relationships: Interact easily with one or more children.
- Social Competence and Relationships: Begin to participate successfully as a member of a group.
- Curiosity: Show eagerness and a sense of wonder as a learner.
- Curiosity: Show interest in discovering and learning new things.
- Persistence: Work at a task despite distractions or interruptions.
- Persistence: Demonstrate ability to complete a task or stay engaged in an experience.
- Listening: Understand non-verbal and verbal cues.
- Listening: Listen to directions that involve a two or three-step sequence of actions.
- Speaking: Use increasingly complex and varied vocabulary and language.
- Emergent Reading: Show beginning understanding of concepts about print.
- Emergent Reading: Recognize and name some letters of the alphabet, especially those in own name.
- Emergent Writing: Understand that writing is a way of communicating.
- Emergent Writing: Begin to copy or write own name.

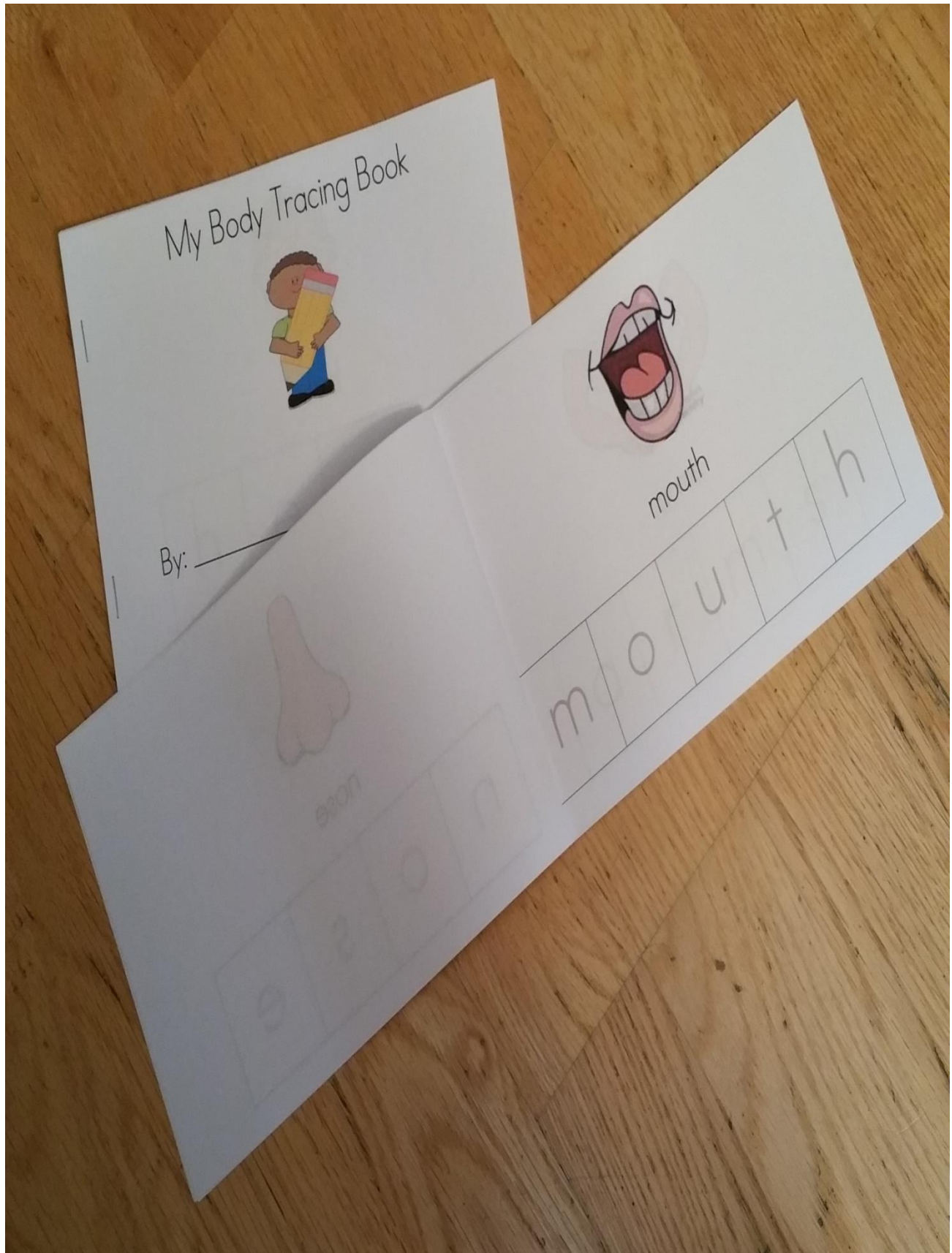
### Supplies:

- Body Parts Tracing Book
- Pencil
- Crayons

Directions:

1. Prep the Body Parts Tracing Book by printing out the pages, cutting in half and stapling together.
2. Set up the center materials on a table so that they are easily accessible for children. (I like to place the books in a small basket and place the crayons in a basket.)
3. Children will begin by using a pencil to write their name on the name line.
4. Using the pencil or crayons children will trace over the letters in the book to spell the label for the body parts. This task may need to be modeled for the children during circle time.

Extension: Children that complete the task early may use multiple colors of crayons to trace over the traced letters, creating rainbow writing. They may also color the illustrations in the book.




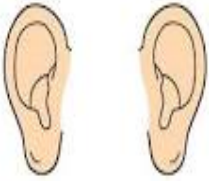


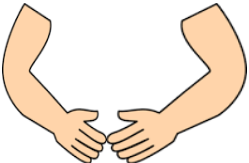


# **Appendix L:**

## **Body Parts Stamping Sheets**

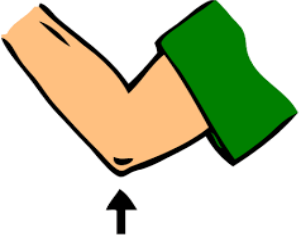
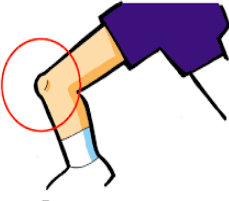

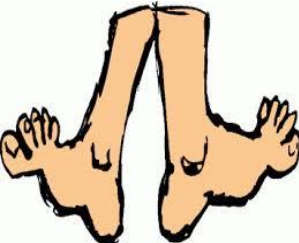
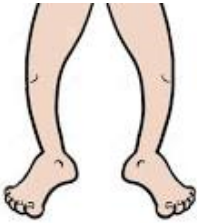
Name: \_\_\_\_\_

## Body Parts Stamping Sheet

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	<p>ears</p> <table border="1" data-bbox="587 804 1422 936"><tr><td></td><td></td><td></td><td></td></tr></table>					
	<p>nose</p> <table border="1" data-bbox="587 1098 1433 1230"><tr><td></td><td></td><td></td><td></td></tr></table>					
	<p>mouth</p> <table border="1" data-bbox="553 1396 1458 1541"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
	<p>arms</p> <table border="1" data-bbox="652 1682 1352 1829"><tr><td></td><td></td><td></td><td></td></tr></table>					

Name: \_\_\_\_\_

## Body Parts Stamping Sheet 2

	<p>elbow</p> <table border="1" data-bbox="483 520 1477 709"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>					
	<p>knee</p> <table border="1" data-bbox="597 808 1364 1001"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>					
	<p>ankle</p> <table border="1" data-bbox="438 1102 1432 1293"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>					
	<p>feet</p> <table border="1" data-bbox="597 1396 1364 1585"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>					
	<p>legs</p> <table border="1" data-bbox="597 1690 1364 1879"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>					

## Writing Center: Body Parts Stamping Sheets

### Objectives:

- Children will develop a deeper understanding of vocabulary words used to label the body parts.
- Children will learn the letter recognition.

### Indicators of Progress:

- Self-Concept: Begin to experiment with own potential and show confidence in own abilities.
- Self-Concept: Demonstrate increasing self-direction and independence.
- Social Competence and Relationships: Interact easily with one or more children.
- Social Competence and Relationships: Begin to participate successfully as a member of a group.
- Curiosity: Show eagerness and a sense of wonder as a learner.
- Curiosity: Show interest in discovering and learning new things.
- Persistence: Work at a task despite distractions or interruptions.
- Persistence: Demonstrate ability to complete a task or stay engaged in an experience.
- Listening: Understand non-verbal and verbal cues.
- Listening: Listen to directions that involve a two or three-step sequence of actions.
- Speaking: Use increasingly complex and varied vocabulary and language.
- Emergent Reading: Show beginning understanding of concepts about print.
- Emergent Reading: Recognize and name some letters of the alphabet, especially those in own name.
- Emergent Writing: Understand that writing is a way of communicating.
- Emergent Writing: Begin to copy or write own name.

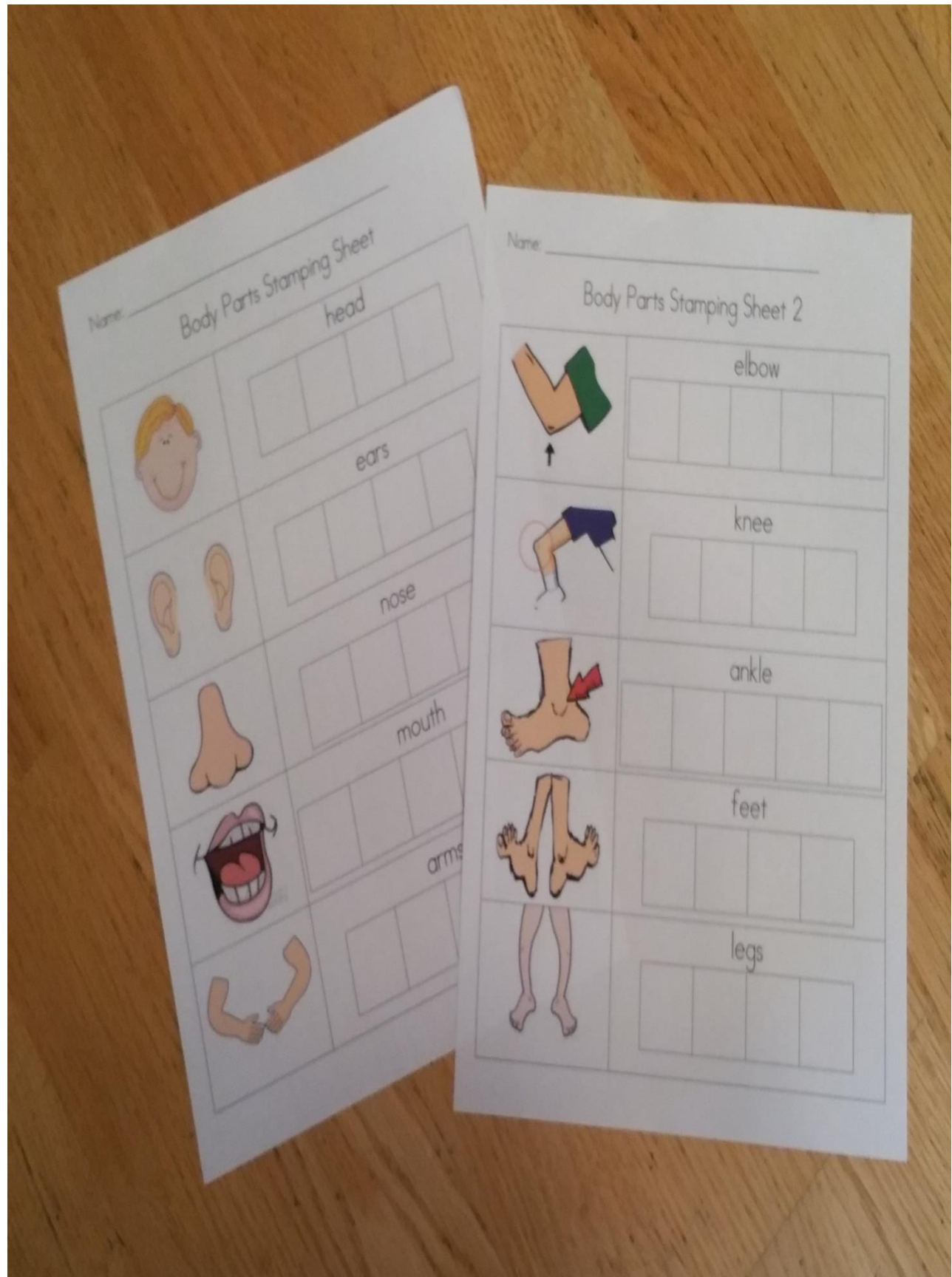
### Supplies:

- Body Parts Stamping Sheets
- Pencil
- Stamp ink pad
- Lowercase letter stamps

Directions:

1. Prep the Body Parts Stamping Sheets by printing out the pages.
2. Set up the center materials on a table so that they are easily accessible for children. . (I like to place the books in a small basket and place the stamps and stamp ink pad out on a tray.)
3. Children will begin by using a pencil to write their name on the name line.
4. Using the lowercase letter stamps and the stamp inkpad, the children will stamp the letters on the sheets to spell the labels for the body parts. This process may need to be modeled for the children during circle time.

Extension: Children that complete the task early may use a pencil or crayon to trace over the stamped letters. They may also color the illustrations in the book.


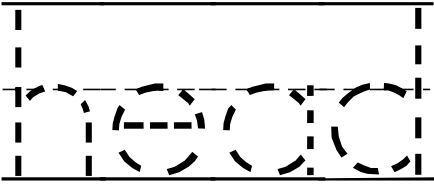
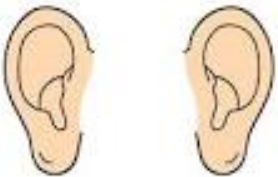
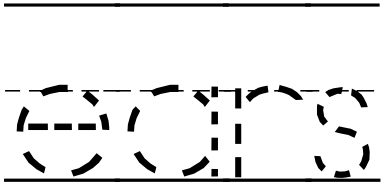

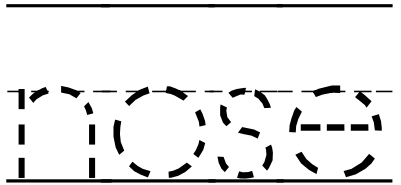

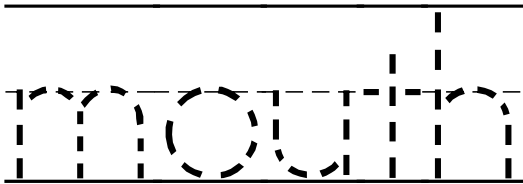
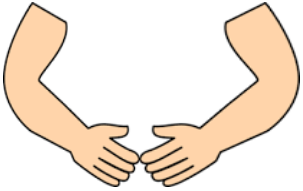
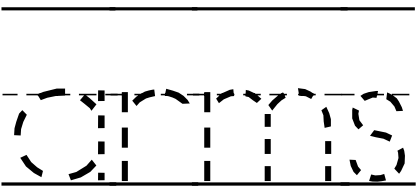


# **Appendix M:**

## **Body Parts Tracing Sheets**

Name: \_\_\_\_\_

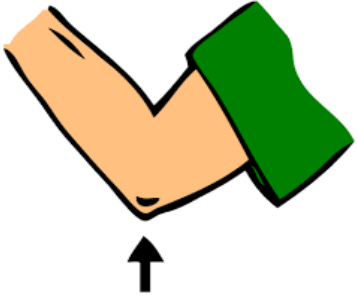
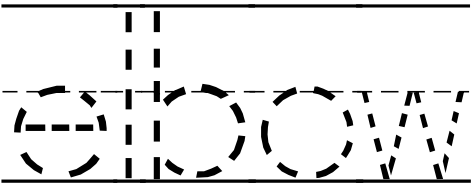
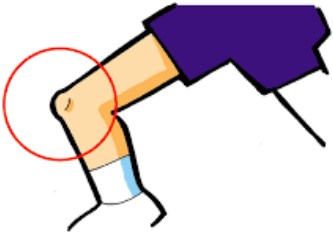
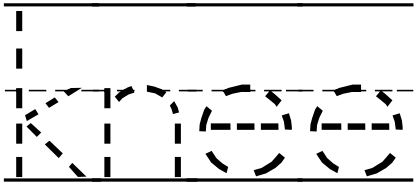

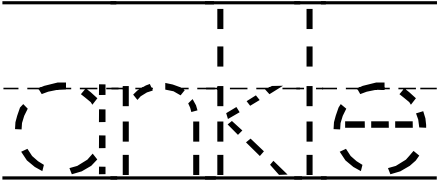
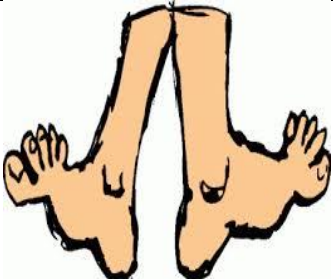
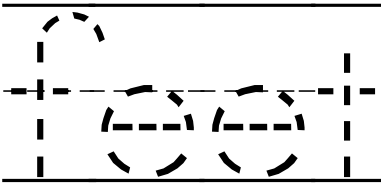
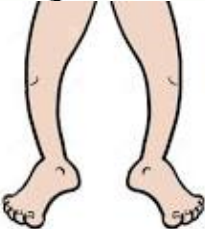
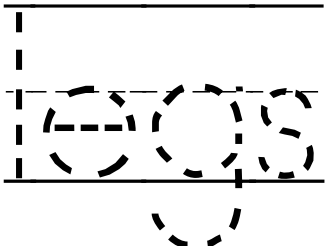
## Body Parts Tracing Sheet



Name: \_\_\_\_\_

## Body Parts Tracing Sheet 2

## Writing Center: Body Parts Tracing Sheets

### Objectives:

- Children will develop a deeper understanding of vocabulary words used to label the body parts.
- Children will learn the letter recognition.
- Children will begin to learn how to write letters/words.

### Indicators of Progress:

- Self-Concept: Begin to experiment with own potential and show confidence in own abilities.
- Self-Concept: Demonstrate increasing self-direction and independence.
- Social Competence and Relationships: Interact easily with one or more children.
- Social Competence and Relationships: Begin to participate successfully as a member of a group.
- Curiosity: Show eagerness and a sense of wonder as a learner.
- Curiosity: Show interest in discovering and learning new things.
- Persistence: Work at a task despite distractions or interruptions.
- Persistence: Demonstrate ability to complete a task or stay engaged in an experience.
- Listening: Understand non-verbal and verbal cues.
- Listening: Listen to directions that involve a two or three-step sequence of actions.
- Speaking: Use increasingly complex and varied vocabulary and language.
- Emergent Reading: Show beginning understanding of concepts about print.
- Emergent Reading: Recognize and name some letters of the alphabet, especially those in own name.
- Emergent Writing: Understand that writing is a way of communicating.
- Emergent Writing: Begin to copy or write own name.

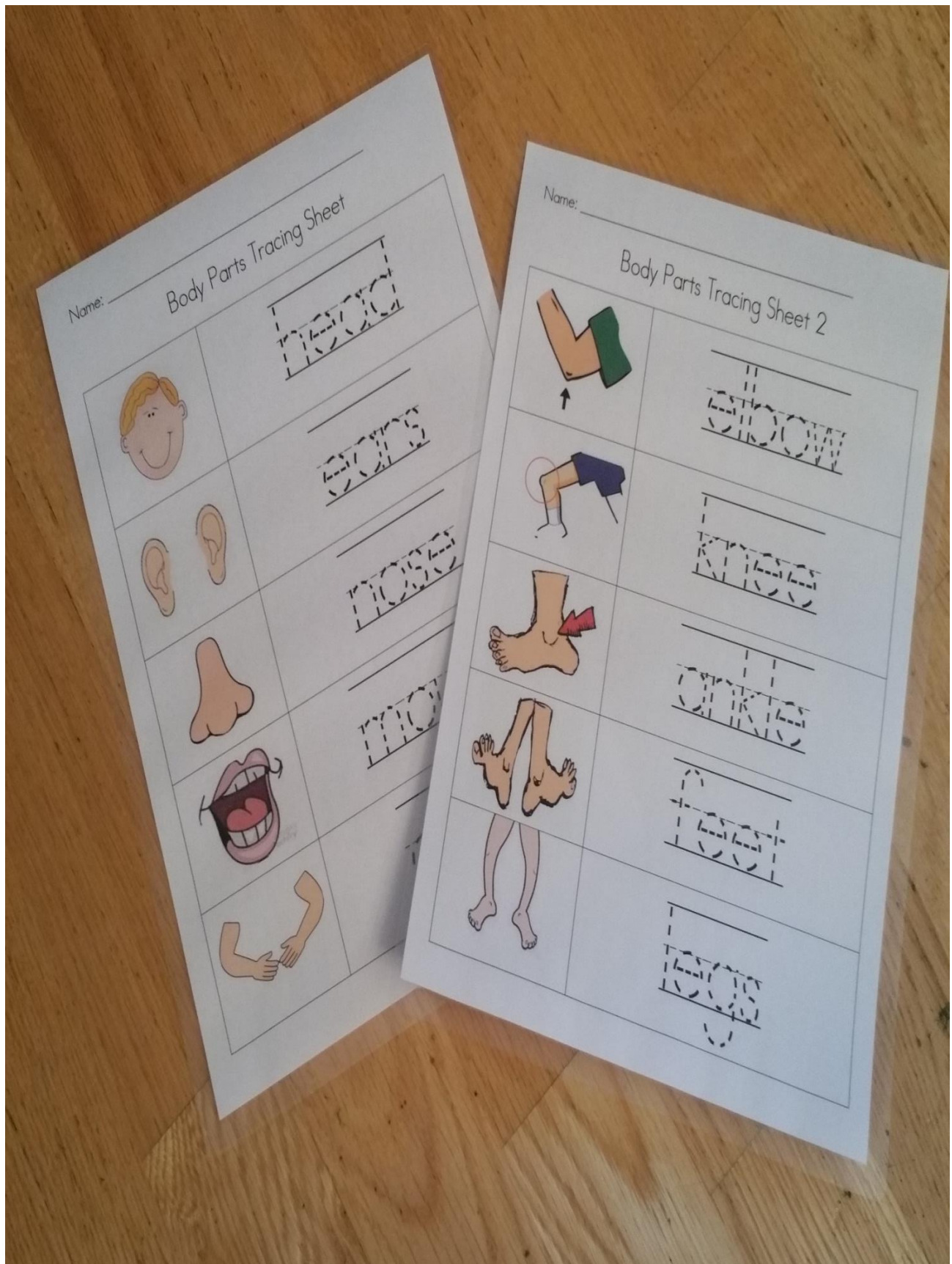
### Supplies:

- Body Parts Tracing Sheets
- Pencil
- Crayons

Directions:

1. Prep the Body Parts Tracing Sheets by printing out the pages.
2. Set up the center materials on a table so that they are easily accessible for children. (I like to place the books in a small basket and place the crayons in a basket.)
3. Children will begin by using a pencil to write their name on the name line.
4. Using the pencil or crayons children will trace over the letters on the sheets to spell the label for the body parts. This task may need to be modeled for the children during circle time.



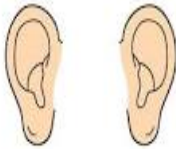
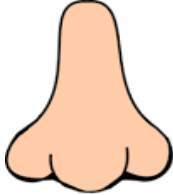

Extension: Children that complete the task early may use multiple colors of crayons to trace over the traced letters, creating rainbow writing. They may also color the illustrations in the book. You can also laminate the sheets and then use dry erase markers on the sheets so they can be used over and over again.

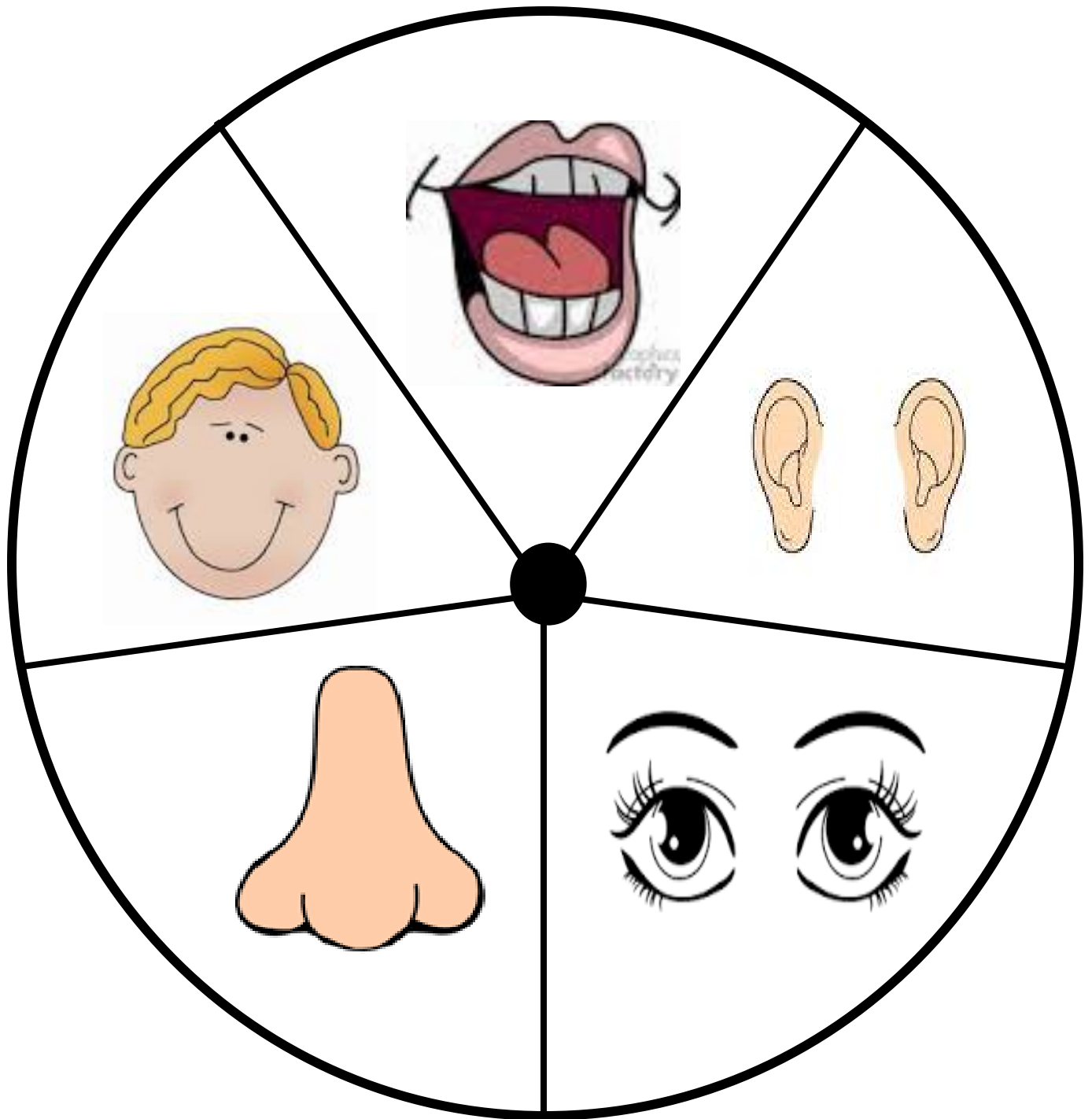


# **Appendix N:**

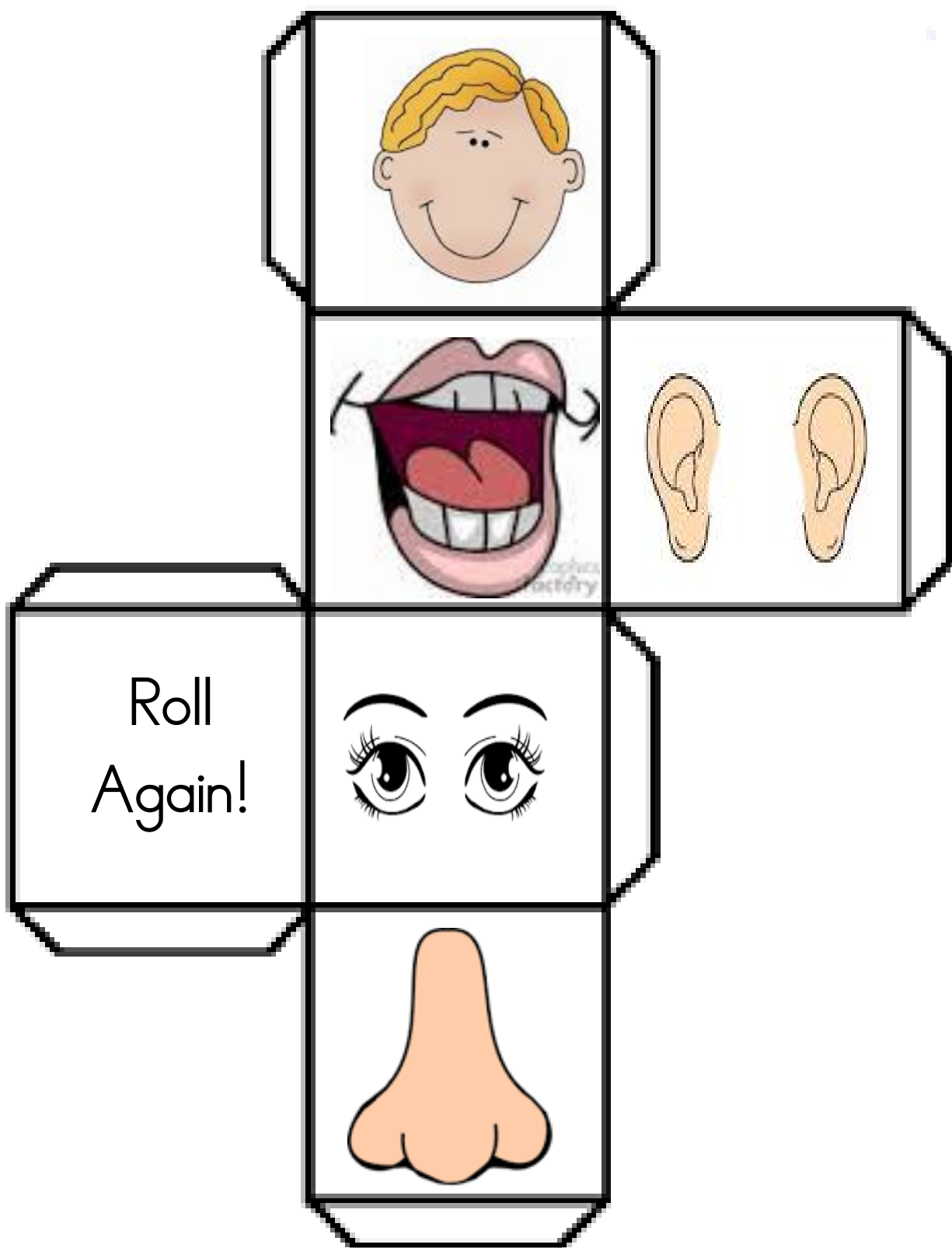
## **Body Parts Graphing**

# Body Part Graphing

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
X					



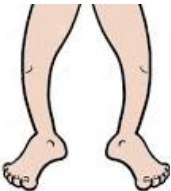



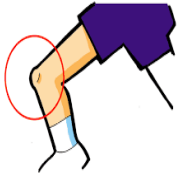
Body Part Graphing Spinner

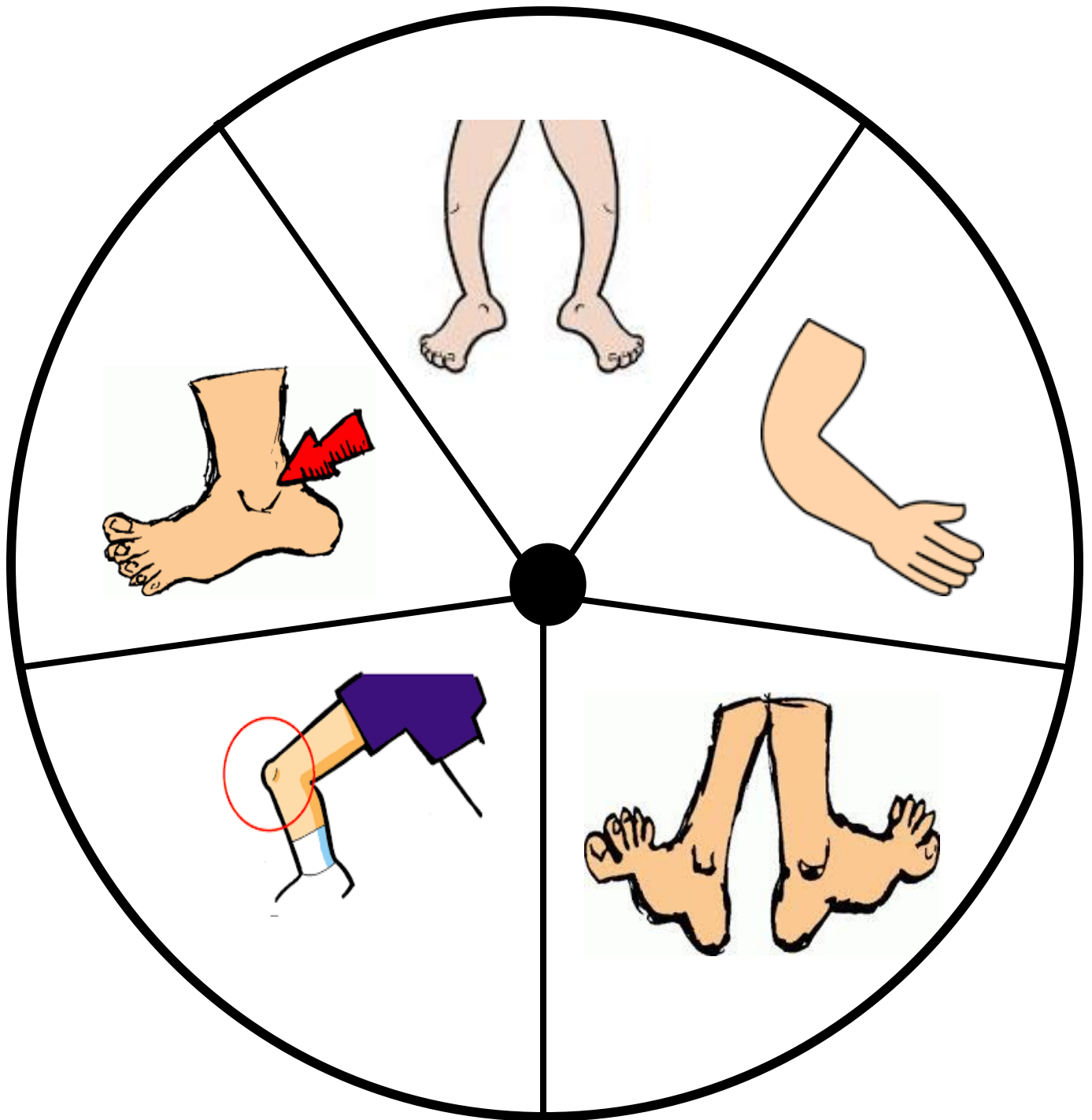


Body Part Graphing Die

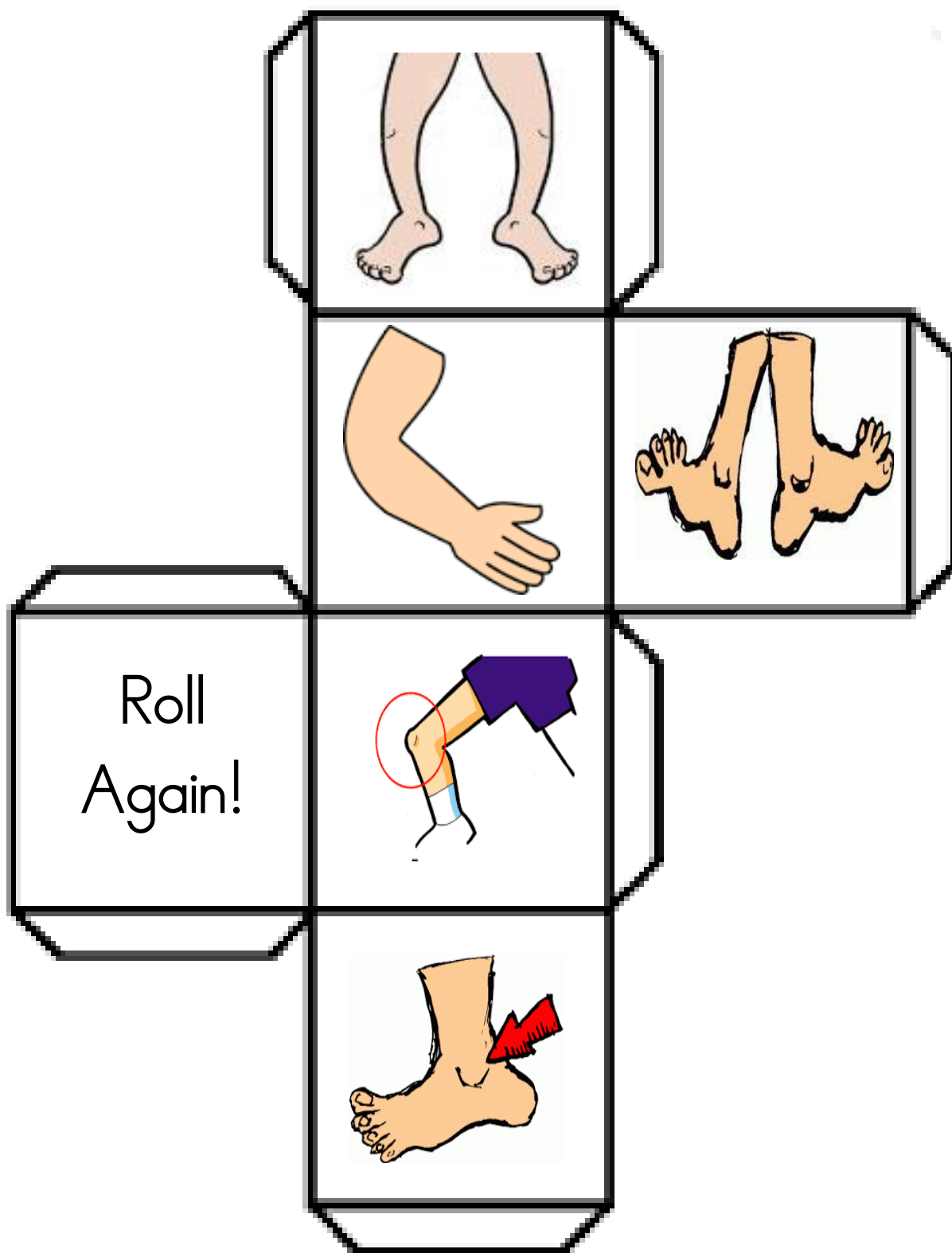


# Body Part Graphing 2

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
X					



Body Part Graphing Spinner 2



Body Part Graphing Die 2

## Math Center: Body Parts Graphing

### Objectives:

- Children will develop a deeper understanding of vocabulary words and visuals used to describe the body.
- Children will learn how to use a graph.
- Children will work on counting skills.

### Indicators of Progress:

- Self-Concept: Begin to experiment with own potential and show confidence in own abilities.
- Self-Concept: Demonstrate increasing self-direction and independence.
- Social Competence and Relationships: Interact easily with one or more children.
- Social Competence and Relationships: Begin to participate successfully as a member of a group.
- Curiosity: Show eagerness and a sense of wonder as a learner.
- Curiosity: Show interest in discovering and learning new things.
- Persistence: Work at a task despite distractions or interruptions.
- Persistence: Demonstrate ability to complete a task or stay engaged in an experience.
- Listening: Understand non-verbal and verbal cues.
- Listening: Listen to directions that involve a two or three-step sequence of actions.
- Speaking: Use increasingly complex and varied vocabulary and language.
- Fine Motor Development: Develop small muscle control and coordination.
- Mathematical and Logical Thinking: Demonstrate increasing interest in and awareness of numbers and counting.
- Mathematical and Logical Thinking: Demonstrate understanding of one-to-one correspondence between objects and number.
- Mathematical and Logical Thinking: Demonstrate ability to count in sequence.
- Mathematical and Logical Thinking: Demonstrate ability to state the number that comes next up to 9 or 10.
- Mathematical and Logical Thinking: Use simple strategies to solve mathematical problems.

Supplies:

- My Body Parts Graphing sheet
- My Body Parts Graphing spinner
- My Body Parts Graphing die
- Paperclip
- Brass fastener
- Dry erase marker
- Dry erase marker eraser

Directions:

1. Prep the My Body Parts Graphing activity by printing out the My Body Parts Graphing sheets, spinners, and dice template. Cut out the spinners and dice. Laminate the My Body Graphing sheets, spinners, and dice template. Tape the dice template together to create a cube. Punch a hole in the spinner and use a paperclip and brass fastener to create a spinner.
2. Store the materials in a basket.
3. Children will take turns using either the spinner or the dice to indicate which item they are going to graph. Whatever the die or the spinner lands on, will be the object that they will graph.
4. Using the dry erase marker children will make an X on the box that for the object that the spinner or die indicated. This process may need to be modeled for children during circle time.
5. Children keep taking turns spinning or rolling the die until all the boxes for an object are filled in or they are out of time.

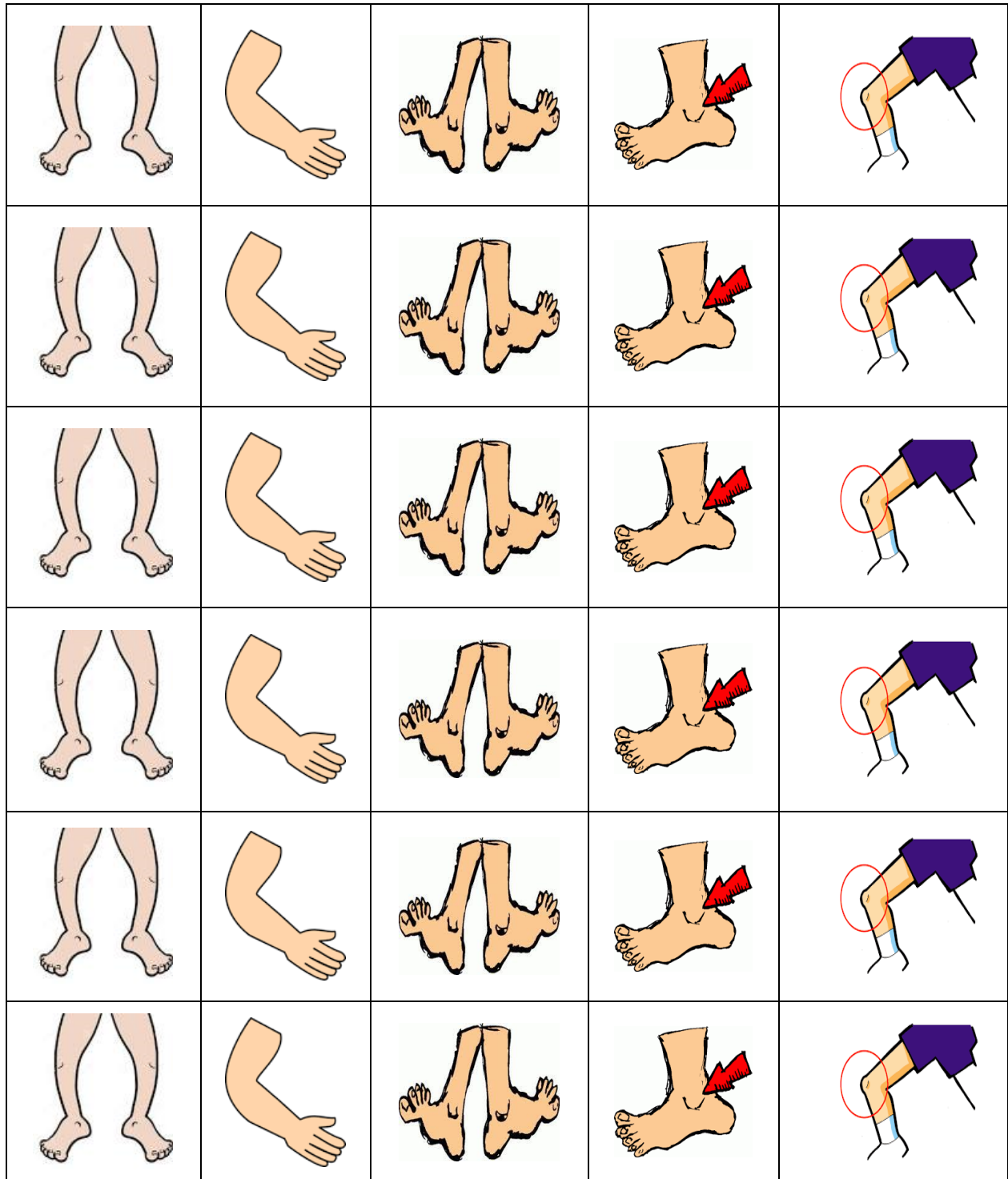
Extensions: Children can create their own graphs to fill in the information. Children can race against each other to see who can fill in their graph first.



# **Appendix O:**

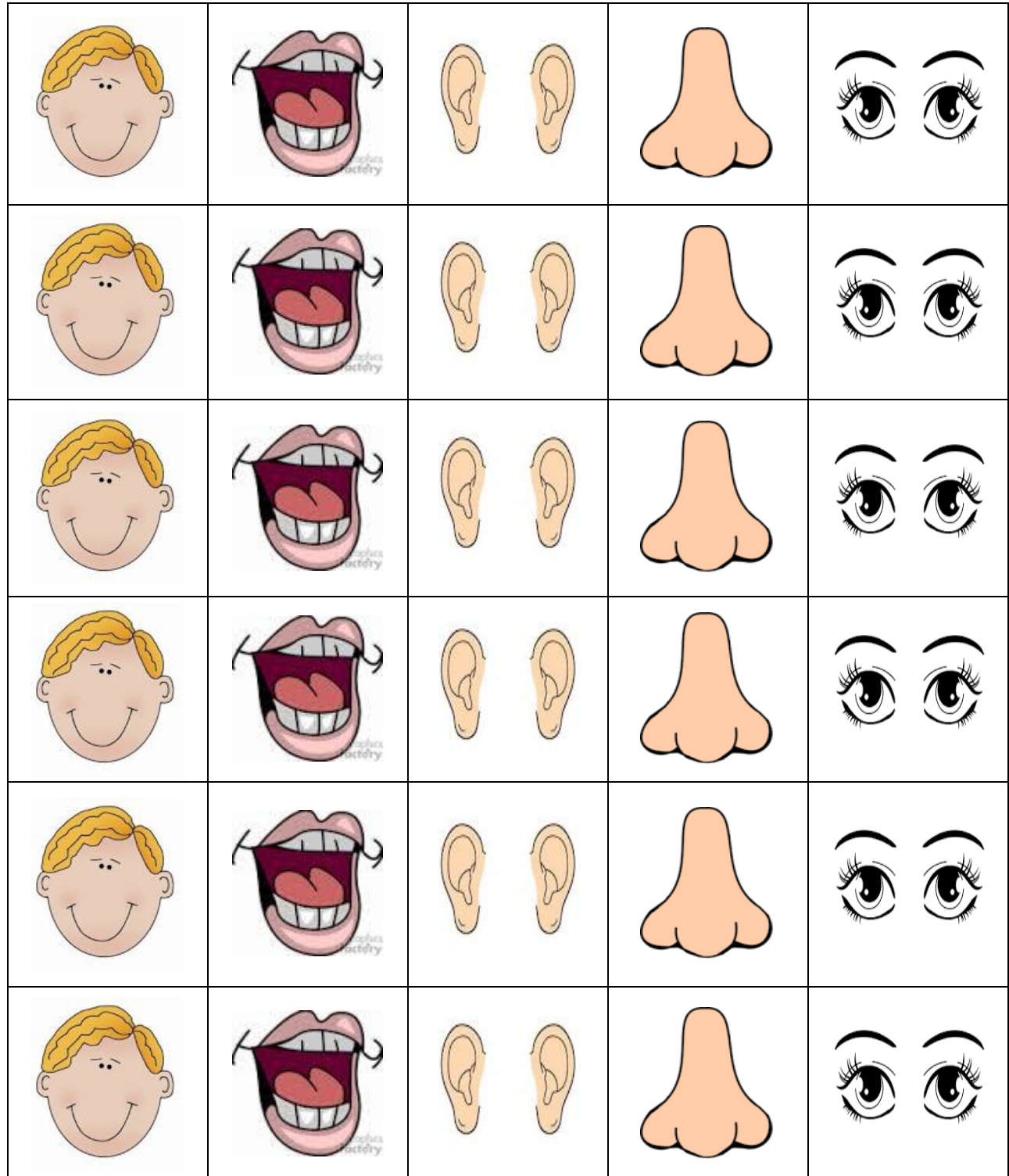
## **Body Parts Patterns**

# Body Part Patterns





# Body Part Patterns 2



I can make patterns!


## Math Center: Body Parts Patterns

### Objectives:

- Children will develop a deeper understanding of vocabulary words and visuals used to describe the body and a healthy life style.
- Children will learn to create patterns such as ABA, ABB, ABC, etc...

### Indicators of Progress:

- Self-Concept: Begin to experiment with own potential and show confidence in own abilities.
- Self-Concept: Demonstrate increasing self-direction and independence.
- Social Competence and Relationships: Interact easily with one or more children.
- Social Competence and Relationships: Begin to participate successfully as a member of a group.
- Curiosity: Show eagerness and a sense of wonder as a learner.
- Curiosity: Show interest in discovering and learning new things.
- Persistence: Work at a task despite distractions or interruptions.
- Persistence: Demonstrate ability to complete a task or stay engaged in an experience.
- Listening: Understand non-verbal and verbal cues.
- Listening: Listen to directions that involve a two or three-step sequence of actions.
- Speaking: Use increasingly complex and varied vocabulary and language.
- Fine Motor Development: Develop small muscle control and coordination.
- Mathematical and Logical Thinking: Recognize and duplicate simple patterns.
- Mathematical and Logical Thinking: Sort objects into subgroups by one or two characteristics.
- Mathematical and Logical Thinking: Order and sequence several objects on the basis of one characteristic.
- Mathematical and Logical Thinking: Use simple strategies to solve mathematical problems.

### Supplies:

- My Body Parts Patterns board
- My Body Parts Patterns pieces

Directions:



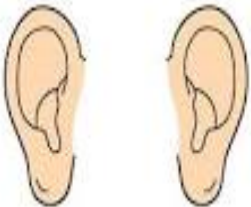
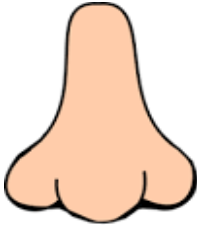

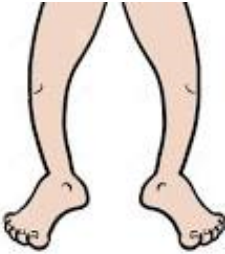
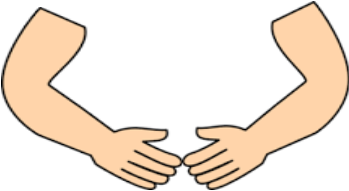

1. Prep the My Body Parts Patterns activity by printing out the My Body Parts Pattern board and the My Body Parts Patterns pieces. Cut out the pieces. Laminate the board and pieces. (The pieces can be stored in a plastic baggie.)
2. Using the My Body Parts Patterns board and pieces, children can create various patterns such as an ABA pattern, ABB pattern, ABC pattern, etc...

Extension: Children can draw a picture of the patterns that they have created. Children can create a pattern and see if their partner can copy the pattern.



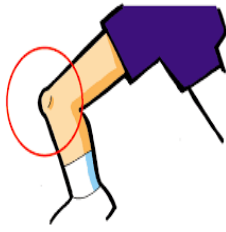
# **Appendix P:**

## **Block Word Wall Cards**

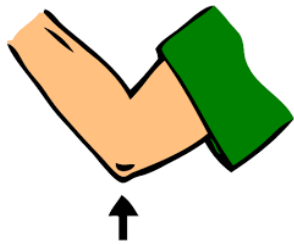
 <p>head</p>	 <p>mouth</p>
 <p>ears</p>	 <p>nose</p>
 <p>eyes</p>	 <p>legs</p>
 <p>arms</p>	 <p>feet</p>



ankle



knee



elbow



### Block Center: Block Word Wall Cards

#### Objectives:

- Children will develop a deeper understanding of vocabulary words used to label the body parts.
- Children will practice reading.
- Children will use their creativity while building with blocks.

#### Indicators of Progress:

- Self-Concept: Begin to experiment with own potential and show confidence in own abilities.
- Self-Concept: Demonstrate increasing self-direction and independence.
- Social Competence and Relationships: Interact easily with one or more children.
- Social Competence and Relationships: Begin to participate successfully as a member of a group.
- Curiosity: Show eagerness and a sense of wonder as a learner.
- Curiosity: Show interest in discovering and learning new things.
- Persistence: Work at a task despite distractions or interruptions.
- Persistence: Demonstrate ability to complete a task or stay engaged in an experience.
- Listening: Understand non-verbal and verbal cues.
- Listening: Listen to directions that involve a two or three-step sequence of actions.
- Speaking: Use increasingly complex and varied vocabulary and language.
- Emergent Reading: Show beginning understanding of concepts about print.
- Emergent Reading: Recognize and name some letters of the alphabet, especially those in own name.
- Emergent Reading: Begin to associate sounds with words or letters.
- Emergent Writing: Understand that writing is a way of communicating.

#### Supplies:

- 11 wooden blocks
- Block Word Wall Cards
- Clear packaging tape

Directions:

1. Prep the Block Word Wall Cards by printing them out and cutting them apart. Tape the Block Word Wall Cards onto wooden blocks using clear plastic tape. Store with the rest of the blocks in the block center.
2. Children can use the blocks to create a person by stacking the blocks.
3. Children can also read the words as they build their buildings in the block area.

Extension: Children can draw a picture of a body and use the blocks to label the different parts of the body.



# **Appendix Q:**

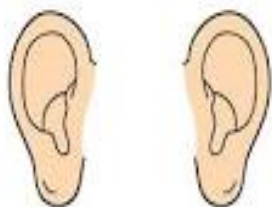
## **Word Wall Cards**



head



mouth



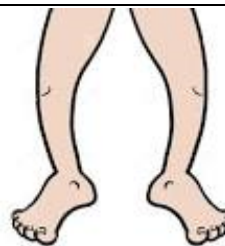
ears



nose



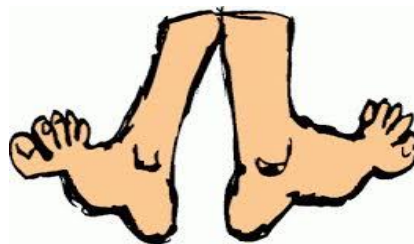
eyes



legs



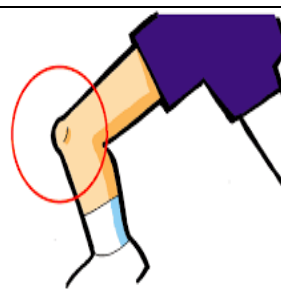
arms



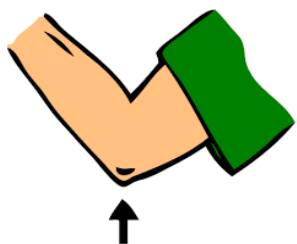
feet



ankle



knee



elbow

## Word Wall Cards

### Objectives:

- Children will develop a deeper understanding of vocabulary words used to label the body parts.
- Children will practice reading.
- Children will use their creativity while building with blocks.

### Indicators of Progress:

- Self-Concept: Begin to experiment with own potential and show confidence in own abilities.
- Self-Concept: Demonstrate increasing self-direction and independence.
- Social Competence and Relationships: Interact easily with one or more children.
- Social Competence and Relationships: Begin to participate successfully as a member of a group.
- Curiosity: Show eagerness and a sense of wonder as a learner.
- Curiosity: Show interest in discovering and learning new things.
- Persistence: Work at a task despite distractions or interruptions.
- Persistence: Demonstrate ability to complete a task or stay engaged in an experience.
- Listening: Understand non-verbal and verbal cues.
- Listening: Listen to directions that involve a two or three-step sequence of actions.
- Speaking: Use increasingly complex and varied vocabulary and language.
- Emergent Reading: Show beginning understanding of concepts about print.
- Emergent Reading: Recognize and name some letters of the alphabet, especially those in own name.
- Emergent Reading: Begin to associate sounds with words or letters.
- Emergent Writing: Understand that writing is a way of communicating.

### Supplies:

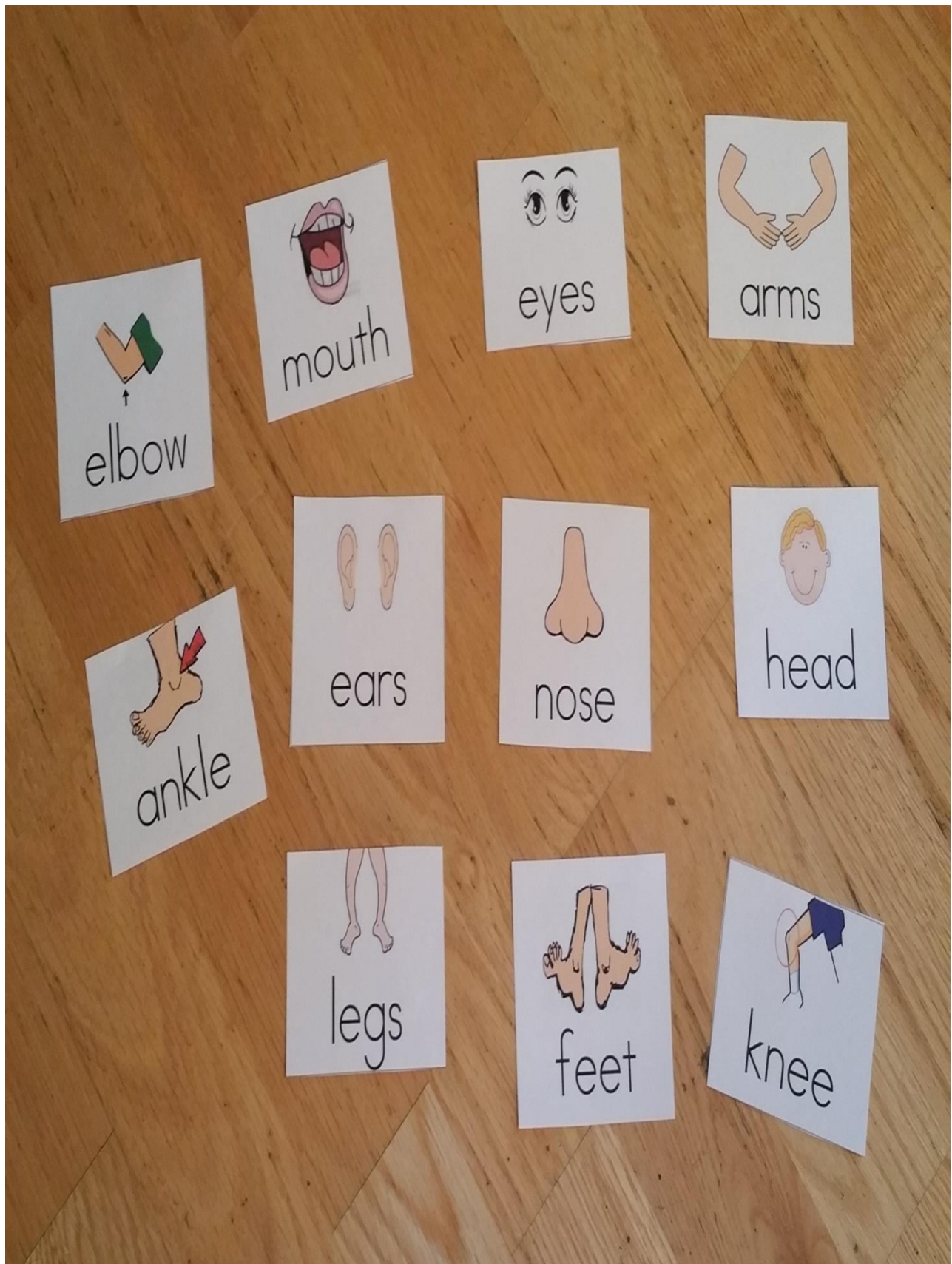
- Word Wall Cards
- Bulletin board
- Pushpins or stapler

Directions:

1. Prep the Word Wall Cards by printing out and cutting apart.
2. Use the cards to teach the vocab words during circle time and post on a bulletin board by stapling or pinning to the bulletin board.

Extension: Tape the words around the room and have kids walk around the room and search for the words. The kids can use a clipboard while searching and write the words down on the clipboard when they find the word.





## **Appendix R:**

# **Drawing and Labeling Body Parts**

head	ears
eyes	nose
mouth	arm
elbow	legs
knee	ankle
foot	

### Art Center: Drawing and Labeling Body Parts

#### Objectives:

- Children will develop a deeper understanding of vocabulary words and visuals used to describe the body.
- Children will use their creative expression to draw themselves.
- Children will be able to match the body part labels to the correct parts of the body they drew.

#### Indicators of Progress:

- Self-Concept: Begin to experiment with own potential and show confidence in own abilities.
- Self-Concept: Demonstrate increasing self-direction and independence.
- Social Competence and Relationships: Interact easily with one or more children.
- Social Competence and Relationships: Begin to participate successfully as a member of a group.
- Curiosity: Show eagerness and a sense of wonder as a learner.
- Curiosity: Show interest in discovering and learning new things.
- Persistence: Work at a task despite distractions or interruptions.
- Persistence: Demonstrate ability to complete a task or stay engaged in an experience.
- Listening: Understand non-verbal and verbal cues.
- Listening: Listen to directions that involve a two or three-step sequence of actions.
- Speaking: Use increasingly complex and varied vocabulary and language.
- Emergent Reading: Recognize and name some letters of the alphabet, especially those in own name.
- Fine Motor Development: Develop small muscle control and coordination.
- Creating: Participate in art experiences.
- Evaluating: Share experiences, ideas, and thoughts about art and creative expression.
- Evaluating: Share opinions about likes and dislikes in art and creative expression.

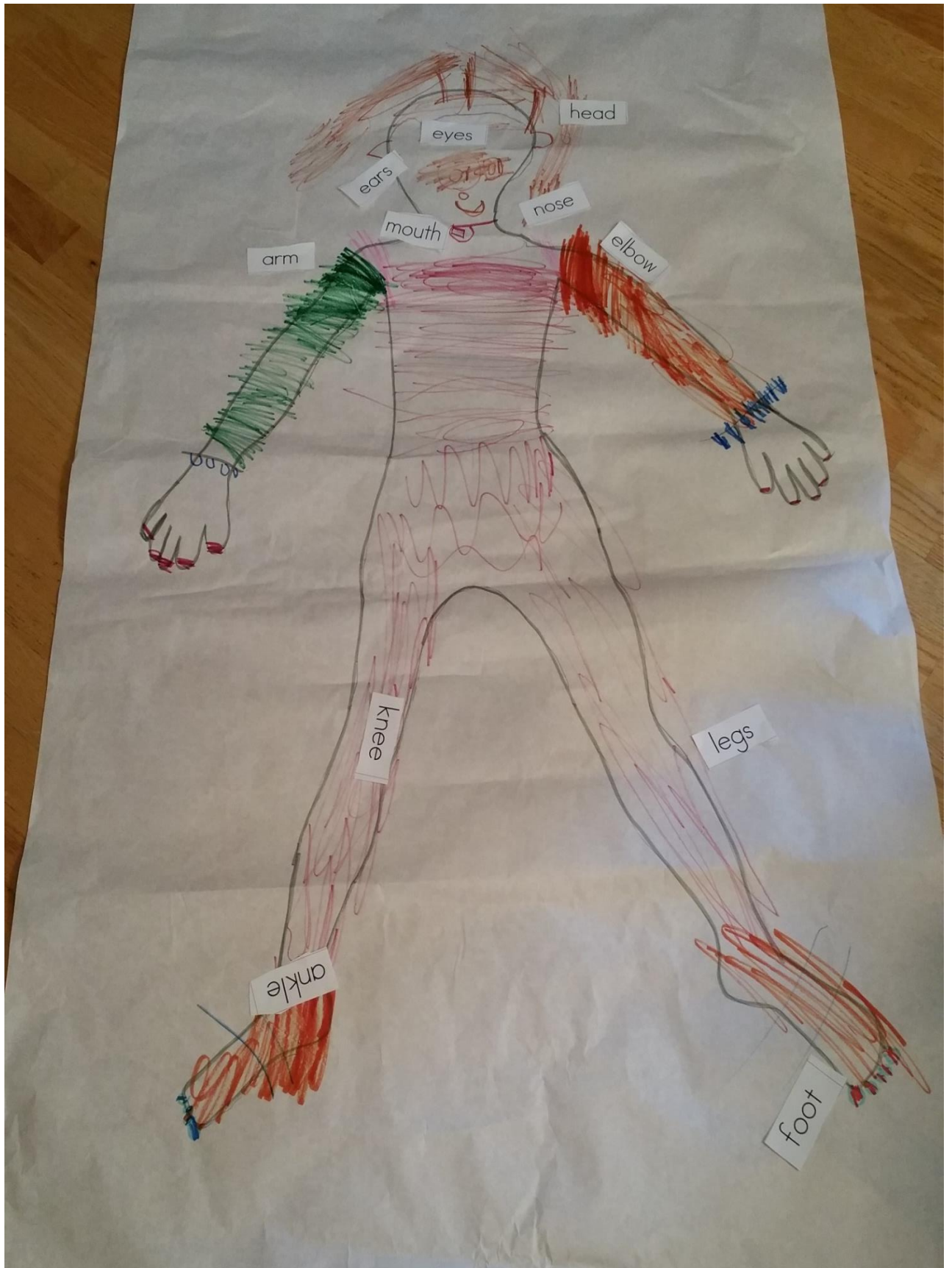
#### Supplies:

- Large sheet of white paper (large enough for a child's body to be traced onto)
- Crayons
- Markers
- Body part labels
- Glue stick
- Scissors

Directions:

1. Print out the label sheets for each child.
2. Place a large piece of white paper on the floor.
3. Invite the child to lie on the floor and then trace the child's body with a marker or crayon.
4. Children will then use crayons or markers to decorate their bodies. Remind the children to draw their face.
5. Then have the children cut out the labels and glue them onto the appropriate places of the body drawing.

Extension: Children can help each other with the tracing. Instead of the teacher tracing the children, the children can work in pairs to trace each other.

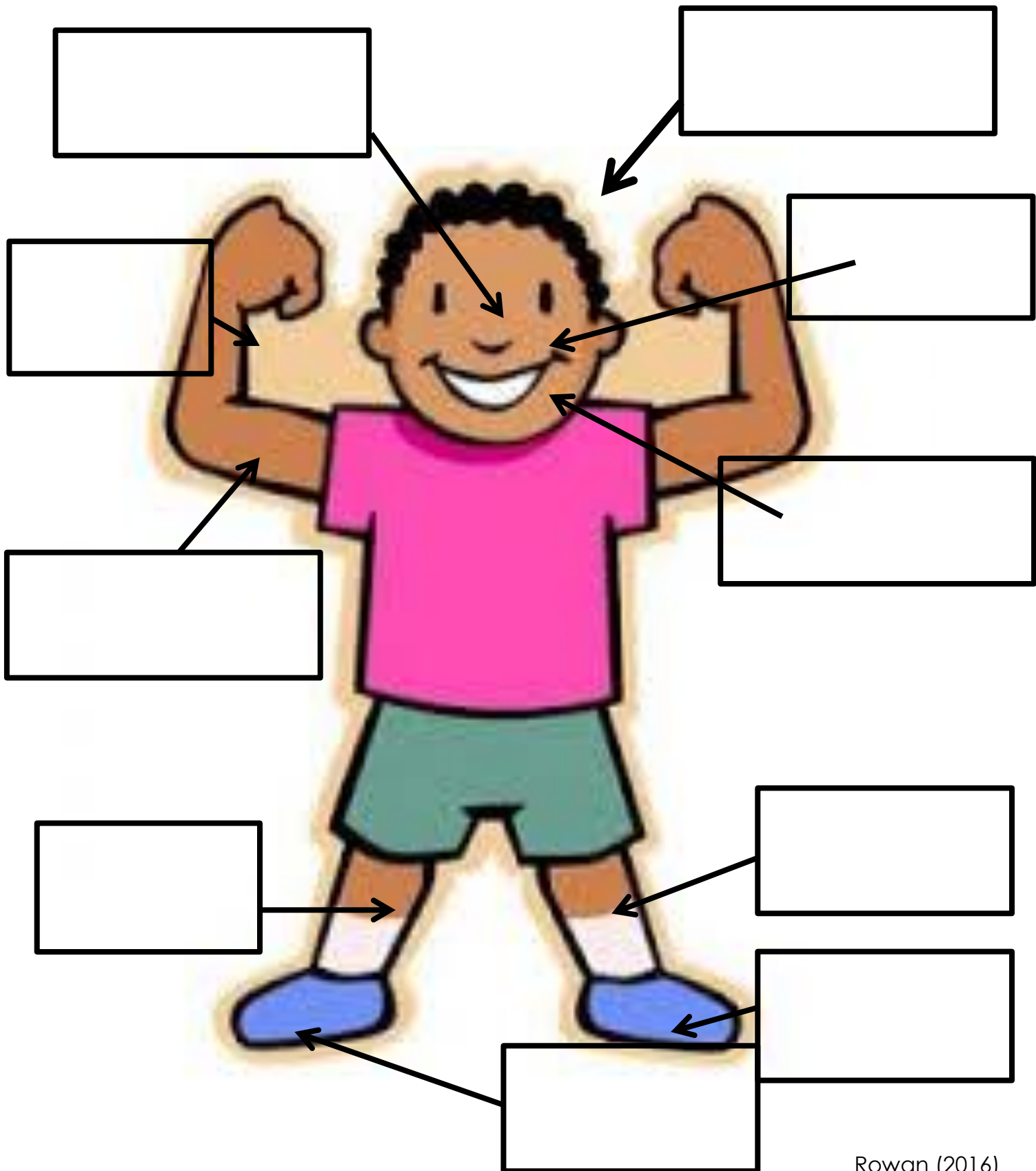


# **Appendix S:**

## **Body Part Labeling**



I can label the parts of a body!





eyes

head

arm

nose

elbow

mouth

leg

knee

foot

ankle

## Science Center: Body Part Labeling

### Objectives:

- Children will develop a deeper understanding of vocabulary words and visuals used to describe the body.
- Children will be able to match the body part labels to the correct parts of the body.

### Indicators of Progress:

- Self-Concept: Begin to experiment with own potential and show confidence in own abilities.
- Self-Concept: Demonstrate increasing self-direction and independence.
- Social Competence and Relationships: Interact easily with one or more children.
- Social Competence and Relationships: Begin to participate successfully as a member of a group.
- Curiosity: Show eagerness and a sense of wonder as a learner.
- Curiosity: Show interest in discovering and learning new things.
- Persistence: Work at a task despite distractions or interruptions.
- Persistence: Demonstrate ability to complete a task or stay engaged in an experience.
- Listening: Understand non-verbal and verbal cues.
- Listening: Listen to directions that involve a two or three-step sequence of actions.
- Speaking: Use increasingly complex and varied vocabulary and language.
- Emergent Reading: Recognize and name some letters of the alphabet, especially those in own name.
- Fine Motor Development: Develop small muscle control and coordination.

### Supplies:

- Body Part Labeling body sheet
- Body Part Labeling labels

### Directions:

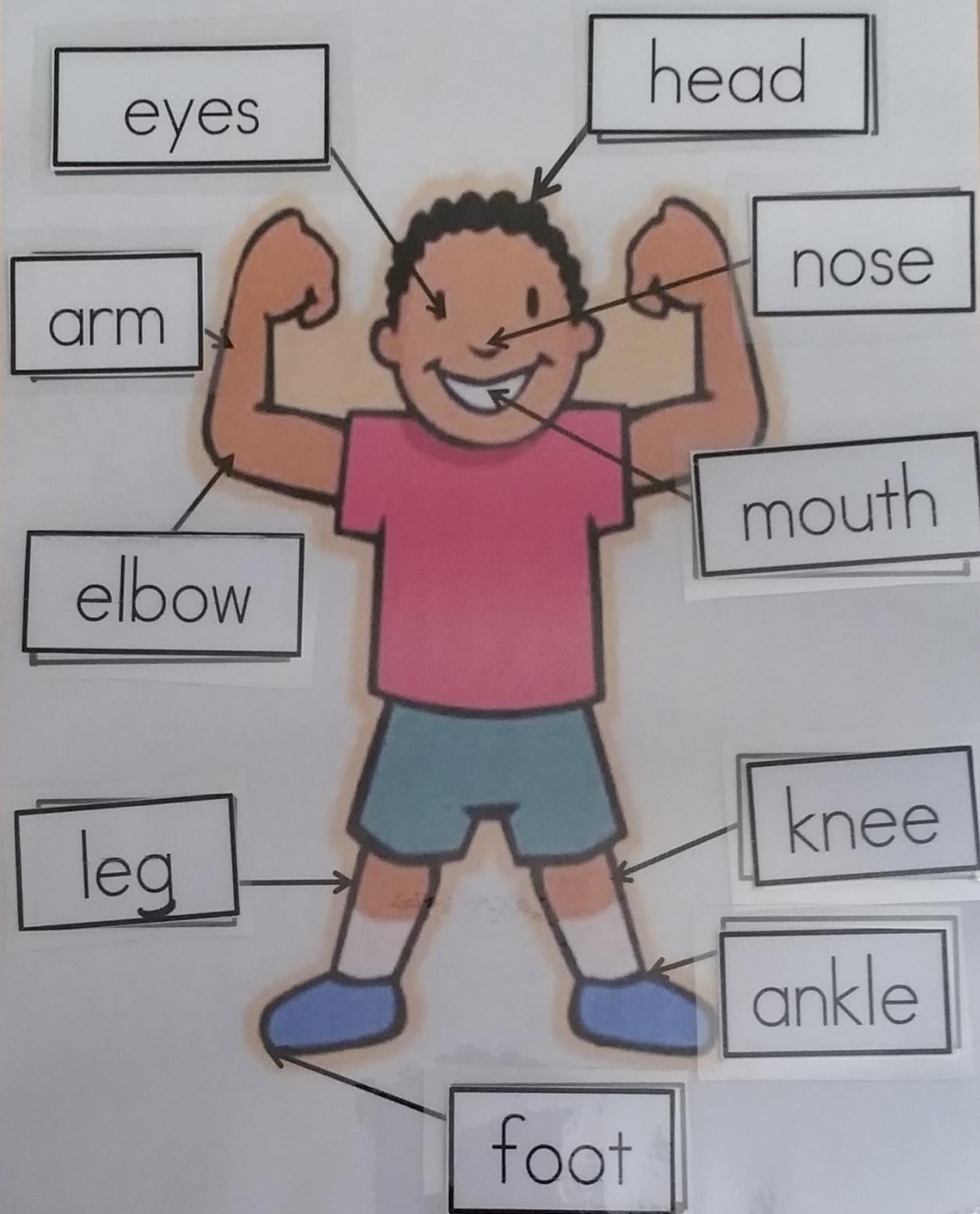
1. Prep the Body Part Labeling activity by printing out the Body Part Labeling body sheet and Body Part Labeling labels. Cut out the labels. Laminate

the Body Part Labeling body sheet and the Body Part Labeling labels.  
(The labels can be stored in a plastic baggie.)

2. Using the Body Part Labeling labels, the children can match the labels on the Body Part Labeling body sheet.

Extension: Children can draw a picture of themselves and then label the body parts on the picture.

I can label the parts of a body!



# **Appendix T:**

## **Completed Lesson Plan**

**Pre-K Lesson Plan****Site/Teacher:** EDW/Rowan**Age group:** Pre-K

Dates: TBD

Theme/Area of Study: My Body

Developmental Goals (from ECIPS or Work Sampling)

1. Choose new, as well as, a variety of familiar activities.
2. Use a variety of strategies to solve problems.
3. Work at a task despite distractions or interruptions.
4. Seek and/or accept help or information when needed.

At the end of the theme, children will be able to (theme goals):

Literacy:

1. The children will be able to identify our vocabulary words by looking at the vocabulary cards and through recollection.
2. The children will be able to use our vocabulary words in their conversations with other children.

Math:

1. The children will be able to use the math

**Theme related books to be read and put in centers:**

- Dr. Duck
- Froggy Goes to the Doctor
- The Busy Body Book
- From Head to Toe
- My Bones
- Farm Flu

Repeated Read aloud book:

- Dr. Duck

**Vocabulary for Talking, Reading and Writing**

Theme/IGDI words (from list) (8-10):

- Doctor
- Head
- Shoulder
- Knee
- Toes
- Eyes
- Arm
- Mouth
- Feet
- Ears

Repeated Read Aloud Vocabulary (4 - 6):

- Doctor
- Patients
- examined
- Fever
- Ill
- Flu

vocabulary when talking about our math lessons.

2. The children will be able to count from 1 to 10 and count 10 objects.

#### Social/Emotional

1. The children will be able to demonstrate increasing use of words instead of actions to express emotions.
2. The children will be able to begin to show self-regulation to handle emotions appropriately.

How will you know if children learned what you are teaching?

#### Assessments:

1. The children are using our vocabulary words in their play conversations.
2. The children are able to identify vocabulary words during small and whole group lessons.
3. The children are able to ask questions about health concepts.
4. The children are completing math lessons correctly with little to no assistance.

<p><b><u>Active Learning/Choice Time:</u></b></p> <p>What do you want child to pretend/talk/read/write/ practice?</p> <p>What props will you use to help child meet the goals?</p> <p><b>Literacy Props:</b></p> <p>At least 45- 60 minutes for half day classes. 60 – 90 minutes for all day classes.</p>	<ul style="list-style-type: none"> <li>• <b>Writing Center: Health Stamp Books</b> <ul style="list-style-type: none"> <li>○ Paper</li> <li>○ Pencils</li> <li>○ Scissors</li> <li>○ Tape</li> <li>○ Stapler</li> <li>○ Glue Sticks</li> <li>○ White boards</li> <li>○ Dry erase markers and erasers</li> <li>○ Crayons</li> <li>○ Clipboards</li> <li>○ Booklets with health words to stamp</li> <li>○ Letter Stamps</li> <li>○ Ink pads</li> <li>○ Health themed books</li> </ul> </li> <li>• <b>Literacy Center: Health and Body</b> <ul style="list-style-type: none"> <li>○ Paper</li> <li>○ Pencils</li> <li>○ Scissors</li> <li>○ Tape</li> <li>○ Stapler</li> <li>○ Glue Sticks</li> <li>○ White boards</li> <li>○ Dry erase markers and erasers</li> <li>○ Books about health</li> <li>○ Games that support recognition of letters</li> <li>○ Letter matching games</li> <li>○ Health and body themed ABC games</li> </ul> </li> <li>• <b>Art Center: Toothbrush Painting/ Creative Art</b> <ul style="list-style-type: none"> <li>○ Paper</li> <li>○ Pencils</li> <li>○ Scissors</li> <li>○ Tape</li> <li>○ Stapler</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Math Center: Health and Numbers 1 to 10</b> <ul style="list-style-type: none"> <li>○ Paper</li> <li>○ Pencils</li> <li>○ Scissors</li> <li>○ Tape</li> <li>○ Stapler</li> <li>○ Glue Sticks</li> <li>○ White boards</li> <li>○ Dry erase markers and erasers</li> <li>○ Unifix Cubes</li> <li>○ Number cards and counting cards</li> <li>○ Health themed number and counting games</li> <li>○ Health themed counting books</li> </ul> </li> <li>• <b>Block Center: Doctors Office</b> <ul style="list-style-type: none"> <li>○ Paper</li> <li>○ Pencils</li> <li>○ Scissors</li> <li>○ Tape</li> <li>○ Stapler</li> <li>○ Glue Sticks</li> <li>○ White boards</li> <li>○ Dry erase markers and erasers</li> <li>○ People</li> <li>○ Doctors office tools</li> <li>○ Books about health and doctor offices</li> </ul> </li> <li>• <b>Science Center: Dental Health</b> <ul style="list-style-type: none"> <li>○ Paper</li> <li>○ Pencils</li> <li>○ Scissors</li> <li>○ Tape</li> <li>○ Stapler</li> <li>○ Glue Sticks</li> <li>○ White boards</li> <li>○ Dry erase markers</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ Glue Sticks</li> <li>○ White boards</li> <li>○ Dry erase markers and erasers</li> <li>○ Tooth brushes</li> <li>○ Paint</li> <li>○ Tooth shaped paper</li> <li>○ Crayons</li> <li>○ Markers</li> <li>○ Colored pencils</li> <li>○ Construction paper</li> <li>○ Stencils</li> <li>○ Glue</li> <li>○ Glitter</li> <li>○ Pipe cleaners</li> </ul>	<ul style="list-style-type: none"> <li>and erasers</li> <li>○ Tooth brushes</li> <li>○ Large teeth</li> <li>○ Mirrors</li> <li>○ Teeth brushing guides</li> <li>○ Pictures of teeth</li> <li>○ Books about dentists and teeth</li> </ul>
<p><b><u>Meal/Snack Time Conversation:</u></b></p> <p>What concept/vocabulary, social skill do you want children to practice</p>	<p>Health Vocabulary:</p> <p>We will be having conversations about what doctor's do, why you may visit the doctor and what we can do to keep ourselves healthy.</p>	

Rowan (2016)/Adapted from Template created by Tamy Reese (2015)

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